CATALOG OF UNDERGRADUATE STUDIES:
2023-2025
TABLE OF CONTENTS

Program List ....................................................................................................................................................................................... 5
Contact Information ........................................................................................................................................................................... 5
Directions to The College of Saint Rose ....................................................................................................................................... 8
General Information ......................................................................................................................................................................... 9
Federal Compliance ......................................................................................................................................................................... 11
Undergraduate Admissions ............................................................................................................................................................ 13
Tuition, Fees & Financial Aid ....................................................................................................................................................... 17
Academic and Student Services .................................................................................................................................................... 27
Academic Programs and Options ............................................................................................................................................... 34
Academic Policies and Procedures ................................................................................................................................................. 40
School Information ......................................................................................................................................................................... 56
Programs of Study ........................................................................................................................................................................... 59
Minors .............................................................................................................................................................................................. 245
Saint Rose Directory ..................................................................................................................................................................... 259
Courses ............................................................................................................................................................................................ 264
# PROGRAM LIST

## CONTACT INFORMATION

For More Information: www.strose.edu

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone</th>
<th>Additional Phone</th>
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<tbody>
<tr>
<td>General Information</td>
<td>518-454-5111</td>
<td>1-800-637-8556</td>
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<td>Academic Advising</td>
<td>518-454-5217</td>
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<td>Academic Success Center</td>
<td>518-454-5299</td>
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<td>Admissions—Undergraduate and Graduate</td>
<td>518-454-5150</td>
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<td>Alumni Relations</td>
<td>518-454-5105</td>
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<tr>
<td>Athletics and Recreation</td>
<td>518-454-5158</td>
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<td>Bursar—Student Accounts</td>
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<td>Campus Store</td>
<td>518-454-5245</td>
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<td>Career Center</td>
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<td>Financial Aid</td>
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<td>Neil Hellman Library</td>
<td>518-454-5181</td>
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<td>Office of Intercultural Leadership</td>
<td>518-454-2050</td>
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<td>Registrar</td>
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<td>Residence Life</td>
<td>518-454-5295</td>
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<td>School of Arts and Humanities</td>
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<td>Huether School of Business</td>
<td>518-454-5272</td>
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<td>Thelma P. Lally School of Education</td>
<td>518-454-5208</td>
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<td>School of Mathematics and Sciences</td>
<td>518-454-5266</td>
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<td>Security</td>
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<td>Services for Students with Disabilities</td>
<td>518-337-2335</td>
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<td>Spiritual Life</td>
<td>518-454-5250</td>
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<td>Student Development</td>
<td>518-454-5170</td>
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The College's Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education (USDE). These statistics can be found at the USDE website http://ope.ed.gov/security or can be obtained from the College's Director of Safety and Security at 518-454-5187 or on the College's website www.strose.edu/safety.

The College of Saint Rose Admissions Policy for Applicants with Prior Criminal Convictions and/or Disciplinary Dismissals may be obtained from the College's Admissions office, (518) 454-5150, or on the College's Student Handbook available on the College's website here.
DIRECTIONS TO THE COLLEGE OF SAINT ROSE

The College of Saint Rose is located between Western and Madison Avenues in Albany. Directions are provided to the Lally and LaSalle parking lots.

From the North: Take the Northway (I-87 South) to I-90 east. Proceed east on I-90 to exit 4 (Route 85 - Slingerlands/Voorheesville). Continue west on Route 85 taking the Western Avenue exit. At the end of the ramp, turn right onto Daytona Avenue. Take your next right onto Western Avenue (Route 20). Continue east on Western Avenue. As you approach the light at Allen Street; bear left at the top of the triangle to stay on Western Avenue (Route 20 splits with Western Avenue at that juncture and becomes Madison Avenue); continue straight through the lights. The light after North Main is the entrance to our parking lots. Take either a left to enter the LaSalle Lot or a right to enter the Lally Lot.

From the South: Take the New York State Thruway to exit 23. Proceed north on I-787 to Exit 4 (Madison Avenue - Route 20 West). Follow the ramp straight towards the sign for Broadway and the traffic light. Take a left at the light and a left at the next light onto Broadway. Take your next right onto Madison Avenue (Route 20 West). Continue west on Madison Avenue for approximately 2 miles. Take a right onto Partridge Street (just past St. Vincent De Paul Church). Turn right at the next light onto Western Avenue. The next light is the entrance to our parking lots. Take either a left to enter the Lally Lot or a right to enter the LaSalle Lot.

From the East: Take the Massachusetts Turnpike to the New York State Thruway, exiting at B-1 (I-90 West). Proceed on I-90 west to exit 6A (I-787 Albany/Troy) ramping to the left onto I-787S Albany. Proceed south on I-787 to Exit 3B (Route 20 west Madison Avenue/Port of Albany). Follow the ramp straight onto Madison Avenue (Route 20 West). Continue west on Madison Avenue for approximately 2 miles. Take a right onto Partridge Street (just past St. Vincent De Paul Church). Turn right at the next light onto Western Avenue. The next light is the entrance to our parking lots. Take either a left to enter the Lally Lot or a right to enter the LaSalle Lot.

From the West: Take the New York State Thruway to exit 24 and proceed on I-90 east to exit 4 (Route 85 - Slingerlands/Voorheesville). Continue west on Route 85 taking the Western Avenue exit. At the end of the ramp, turn right onto Daytona Avenue. Take your next right onto Western Avenue (Route 20). Continue east on Western Avenue. As you approach the light at Allen Street; bear left at the top of the triangle to stay on Western Avenue (Route 20 splits with Western Avenue at that juncture and becomes Madison Avenue); continue straight through the lights. The light after North Main is the entrance to our parking lots. Take either a left to enter the LaSalle Lot or a right to enter the Lally Lot.
Established in 1920 by the Sisters of Saint Joseph of Carondelet, Saint Rose is a private, independent, co-educational college, located on an urban, 48-acre campus in Albany, NY, the state's capital. Through a strong liberal education curriculum and progressive academic programs, the College serves traditional students and working professionals in undergraduate, master's, and certificate programs.

History

Scholarly. Energetic. Socially active.

These words have described Saint Rose since 1920, when the Sisters of St. Joseph of Carondelet — known for their dedication to unity with all people—founded the college. From the outset, while building on a liberal arts curriculum, the College emphasized the professional training of teachers for which it is renowned even today, along with a diverse offering of majors and programs. In the early years, that emphasis expanded to prepare women for business and other professions. Men were first admitted as the College opened its evening division for World War II veterans in 1946 and the graduate school three years later. In 1969 Saint Rose became fully coeducational.

From those beginnings, Saint Rose grew into what it is today: a progressive, independent college sponsored by the Sisters of St. Joseph of Carondelet.

Mission Statement

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

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

Approved by the Board of Trustees, May 2005.

Integrity Statement

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

Approved by the Board of Trustees, May 2005.

Statement of Values

The College of Saint Rose values an environment which:

- Promotes academic excellence
- Nurtures respect for and commitment to lifelong learning
- Strives to achieve a caring, diverse community
- Fosters the development of the whole person
- Empowers individuals to improve themselves and the world around them
- Reveres its Catholic history and heritage and respects other traditions

Adopted by the Board of Trustees, May 1994.

Academic Vision

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

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

Accreditation and Memberships

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

The College of Saint Rose is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE) www.msche.org. The College of Saint Rose’s accreditation status is Non-Compliance Warning. The Commission’s most recent action on the institution’s accreditation status, on June 22, 2023, was to warn the institution. The College’s Statement of Accreditation Status is maintained on the MSCHE website. MSCHE is an
institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

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

- The School of Business at The College of Saint Rose, inclusive of its degree programs at the bachelor's and master's level, is accredited by the Association of Collegiate Business Schools and Programs.
- All Financial Planning degrees and certificates are Certified Financial Planner Board Registered Programs.
- The Communication Sciences and Disorders program at the master's level is accredited by The Council on Academic Accreditation in Audiology and Speech-Language Pathology.
- Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).
- The bachelor's and master's programs in Social Work are accredited by the Council for Social Work Education, a specialized accrediting agency recognized by the Council for Higher Education Accreditation.
- The master's level School Psychology Program at The College of Saint Rose is approved by the National Association of School Psychologists (NASP).

**Graduation & Retention Statistics**

- Total degrees awarded in Fiscal Year 2022: 2,059
- Fall 2018 first-year students graduating in 4 years at Saint Rose: 37.2%
- Fall 2016 first-year students graduating in 6 years at Saint Rose: 55.1%
- Fall 2021 first-year students One Year Retention Rate: 68.6%

The retention rate is the percentage of first-year students enrolled at the end of the spring term.

The undergraduate graduation rate is based on the number of entering first-year students in a given year who graduate within a four-year period and a six-year period.

**Post-Graduate Outcomes**

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

**Right to Modify**

The College of Saint Rose reserves the right without prior notice to change the tuition, fees, rules, delivery and calendar regulating admission, registration, instruction, operation and graduation, and to change any other policy, program or regulation affecting Saint Rose students. Any such changes do not excuse students from their obligation to pay tuition and fees. Changes go into effect whenever Saint Rose officials so determine and apply not only to matriculated students but also prospective students.
Notice of Non-Discrimination

In compliance with Title IX of the Education Act Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and other federal, state, and local equal opportunity laws, The College of Saint Rose does not discriminate on the basis of age, race, color, sex, religion, creed, disability, national/ethnic origin, gender identity or expression, sexual orientation, familial status, marital status, military status, or domestic violence victim status or other protected statuses in the administration of its educational policies, admissions policies, scholarship and loan programs, athletics and other school-administered programs. The Title IX Coordinator is responsible for coordination of the College’s efforts to comply with Title IX regulations. The Assistant Vice President for Student Development is responsible for coordination of the College’s efforts to comply with the other regulations related to the College’s Non-discrimination policy in student related matters. The Associate Vice President for Human Resources is responsible for coordination of the College’s Non-discrimination policy in employee matters. Questions or concerns regarding equal opportunity matters should be directed to these individuals:

Amanda Bastiani, Director of Prevention Education & Response and Title IX Coordinator, Events and Athletic Center, Room 210, 420 Western Ave., Albany, NY, (518) 454-5170

Jen Richardson, Assistant Vice President for Student Development, Events and Athletic Center, Room 210, 420 Western Ave., Albany, NY, (518) 454-5170

Jeff Knapp, Associate Vice President for Human Resources, Cabrini Hall, 399 Western Ave., Albany, NY, (518) 454-5138

Individuals have the right to seek resolution through other sources, for example, the New York State Division of Human Rights (http://www.dhr.ny.gov/how-file-complaint), the Equal Employment Opportunity Commission (https://www.eeoc.gov/employees/charge.cfm), or Office of Civil Rights of the United States Department of Education (http://http://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=r or 1-800-421-3481).

Title IX Information

Title IX Coordinator

The Title IX Coordinator has been charged with managing the College’s response to reports of gender inequity and discrimination, which includes reports of sexual assault, sexual harassment, dating violence, domestic violence, and stalking. Informed by current federal and state law and guidance, the Coordinator aims to ensure that the College’s response is prompt and effective in stopping problem behavior, preventing its recurrence, and remedying its effects. The Title IX Coordinator’s responsibilities include:

- Overseeing the College’s response to gender discrimination, which includes all forms of sexual violence, to ensure prompt and equitable resolution of all complaints.
- Providing a central place to report an incident and overseeing the reporting process.
- Providing information about College policies and procedures.
- Providing referrals to campus and community resources and victim advocates.
- Facilitating accommodations to address safety concerns and to support victims and complainants so that academic and professional pursuits may continue unimpeded.
- Collaborating with community partners to assist with a resolution that balances the needs of the individuals involved with those of the larger community.
- Keeping records to ensure patterns of behavior are identified.
- Overseeing investigations of misconduct to ensure fairness, impartiality, and equity.
- Coordinating and providing training, education, and prevention programs for the entire College community.

Kateeka Harris
Title IX Coordinator
harrisk@strose.edu
Call or Text 518.223.2550
Call 650.383.4753
Visit www.strose.edu/titleix

Jennifer Richardson
Associate Vice President for Student Development,
Compliance and Wellness/Deputy Title IX Coordinator
Events and Athletic Center, Room 210
420 Western Ave
Albany, NY
richardj@strose.edu
(518) 454-2023

Jeffrey Knapp
Associate Vice President for Human Resources/Deputy Title IX Coordinator
Cabrini Hall
399 Western Ave
Albany, NY
knappj@strose.edu
(518) 454-5138
Additional information can be found on the College's website: https://www.strose.edu/student-life/policies-important-info/sexual-misconduct-resources/.
UNDERGRADUATE ADMISSIONS

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

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

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

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

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

Admissions Policy
Students who show evidence of strong academic motivation and the ability to benefit from a challenging liberal arts and professional education will be considered for admission. Admissions decisions are made after careful study of all data available for each candidate, including high school or previous college records, letters of recommendation, and essays. First-time first-year applicants are expected to complete a strong high school college-preparatory program in order to be admitted to the College. Through submission of application requirements, essays and interviews, admitted candidates show evidence that they possess other qualities important to The College of Saint Rose community such as:

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

Test-Optional Policy
The College of Saint Rose is SAT/ACT test-optional, and as such, does not require submission of scores for admission. However, SAT or ACT scores will be considered as part of the admission decision if submitted with the application. While scores on either standardized test are generally optional, they are required for applicants who want to be considered for certain accelerated Dual Degree programs, for those seeking to participate in NCAA Division II athletics and, for those who have been homeschooled. International applicants are required to submit official scores from one of the following exams: TOEFL, IELTS, SAT or ACT.

Proof of High School Graduation
Proof of high school graduation or its equivalent is required of all students enrolling at the College. It is understood that high school records for students who have been out of high school for a long period of time may not reflect present capabilities. The Admissions Offices reserves the right to review the high school record of a transfer student candidate in light of college-level performance and achievements. All students matriculating at the College or those who wish to be considered for Title IV Federal Student Aid Program funding must have an official high school transcript with proof of graduation on permanent file regardless of first-year or transfer status.

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

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

Accepted applicants indicate a decision to attend The College of Saint Rose by completing and submitting the Intent to Enroll Form and a $300 enrollment deposit if they plan to live on campus, or a $150 tuition-only deposit if they plan to live off campus, by a postmarked date of May 1. For fall enrollment, the deposit is non-refundable after May 1. For spring enrollment, the deposit is non-refundable after December 1.

Students who are offered admission for a given term may request to defer enrollment for one semester only, if capacity allows, by submitting a request in writing to the Office of Undergraduate Admissions.

First-Year Applicants
Submit all of the following to the Office of Undergraduate Admissions: Students may apply online by visiting the College website at www.strose.edu. Students may also apply using the Common App (www.commonapp.org).

1. Completed application form.

2. Official high school transcript (senior year grades, if available) or GED with a score of 2250 or better or TASC exam of 1000 or better.
3. Scores on either standardized test (SAT or ACT) are optional, but are required for students who want to be considered for certain accelerated Dual Degree Programs, NCAA Division II athletes and/or for those who have been homeschooled. International applicants are required to submit official scores from one of the following exams: TOEFL, IELTS, SAT or ACT.

4. One letter of recommendation from a teacher or school counselor.

5. Essay – students should reference the application for more details about essay options.

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

Transfer Applicants
Submit all of the following to the Office of Undergraduate Admissions: Students may also apply online by visiting the College's website at www.strose.edu. Students may also apply using the Common App at www.commonapp.org.

1. Completed application form.

2. An official college transcript, from all previously attended institutions since graduation from high school. If a student was academically dismissed from the last institution attended, please call the office of undergraduate admissions for more information. If a college catalog is not available online, a request may be made to provide a copy of the catalog.

3. All matriculating students or students receiving Title IV Federal Student Aid Program funding must show proof of high school graduation by submitting a final high school transcript, copy of high school diploma or official copy of receipt of the GED.

4. A letter of recommendation from at least one college instructor or counselor. Applicants who have been out of school or college for several years may submit a letter of recommendation from an employer, supervisor or community representative.

5. Essay – students should reference the application for more details about essay options.

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

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

In evaluating the credentials of transfer candidates, the College, under the direction of the faculty, implements the transfer credit equivalency, and tries to give maximum credit for college work completed at other institutions. Credit is given for all applicable courses in which a student achieves a grade of C- or above. A grade of P (Pass) is not acceptable for credit unless the home institution can verify it’s equivalent to a C- or above. Credits transfer, but grades do not. Credit is generally not given for professional and technical courses which would not be applicable to the bachelor’s degree offered at The College of Saint Rose. Credit is also not given for independent studies or internships taken at another college.

Nontraditional learning evaluated through portfolio by another college is not accepted for transfer. However, students may have the opportunity to create a portfolio and have it evaluated for credit by faculty at The College of Saint Rose. Please see the Experienced Adult Portfolio webpage at EAP.

Of the minimum 120 credit hours required for a degree, transfer students must complete a minimum of 30 credit hours at The College of Saint Rose. A maximum of 70 credit hours from students transferring from a two-year college and up to 90 credit hours for students transferring from a four-year college will be accepted, but all credits may or may not fulfill specific degree requirements at Saint Rose. In the case of military and veteran students, the College will accept up to 15 credits of ACE evaluated military training as transfer credit. Military training must be applicable to the degree program and documented by a formal Joint Services Transcript to obtain credit.

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

- Adirondack Community College
- Berkshire Community College
- Bryant & Stratton College
- Columbia-Greene Community College
- Dutchess Community College
- Fulton-Montgomery Community College
- Herkimer College
- Hudson Valley Community College
- Maria College
- Mohawk Valley Community College
- Orange County Community College
- Sage College of Albany
- Schenectady County Community College
- Suffolk County Community College
- Sullivan County Community College
- SUNY Cobleskill
Admission of International Students

The College seeks to foster an awareness of and respect for cultural diversity and, to that end, encourages applications from international students from all parts of the world. The College participates in the F and J visa programs of the US government.

Directions to the International Student's Application:

1. Complete the online application at www.strose.edu/apply. All valid applications can be found there, such as the Common Application (Common App) and the Optional Saint Application. For scholarship consideration, a student's completed application must be received by February 1.
2. Submit official high school and college/university transcripts. Students may be required to submit those transcripts to World Education Services, Inc. (WES) or Educational Credentials Evaluators (ECE). The evaluation results will be forwarded by WES and/or ECE to the College.
3. Provide evidence of English proficiency, if English is not the student's first language. The College accepts scores from the SAT, ACT, International English Language Testing System (IELTS), or the Test of English as a Foreign Language (TOEFL) exam. TOEFL minimum requirements are 80 on the iBT or 500 on the paper-based exam. A minimum score for the IELTS of 5.5 is required for admission.
4. Complete the Certification of Finances form. This indicates a student's ability to finance his/her education and is necessary to issue the immigration form I-20.
5. Submit a an essay on any of the prompted topics on the application
6. Return completed health and immunization forms. Upon notification of acceptance, international students born on or after January 1, 1957, must submit proof of immunity against measles, mumps and rubella directly to The College of Saint Rose Health Service Office. New York State public health law clearly defines immunity. Prospective students should refer to the appropriate section of this catalog.
7. Have the Mantoux (PPD) skin test done no more than six months prior to arrival. If the test is positive, follow-up x-rays are necessary to determine whether or not tuberculosis is active. Physician documentation concerning the results of x-rays and any required medication is needed prior to arrival on campus. If medication is indicated, treatment should be started before coming to the USA.
8. Indicate decision to attend The College of Saint Rose by completing the Intent to Enroll Form and by forwarding a deposit. Students should complete a $300 deposit if they plan to live on campus, or a $150 tuition-only deposit if they plan to live off campus, by May 1. For fall enrollment, the deposit is non-refundable after May 1. For spring enrollment, the deposit is non-refundable after December 1. Once the College has received the enrollment fee and all required forms, an I-20 will be processed and mailed to the student.

Credit by Examination

The College grants credit for Excelsior College’s Examinations and for the College Board’s College-Level Examination Program (CLEP) on the following conditions:

1. A maximum of 15 credit hours may be earned through these examinations.
2. Acceptance of credits earned by these examinations toward fulfillment of requirements for the major are determined by the faculty of the academic program concerned.
3. For Excelsior Examinations, a grade of C or higher is accepted as residence credit when the examination has been taken after matriculation for a degree; quality points are not granted for these examination grades.
4. For CLEP Examinations, a score of 50 or higher is accepted as residence credit when the examination has been taken after matriculation for a degree; quality points are not granted for these examination grades.
5. Before taking the examination, students should consult with their academic advisor and the Registrar’s Office.
6. Students must request official transcripts or score reports be sent to The College of Saint Rose directly from Excelsior College or the College Board in order to be granted credit. Students will be notified of the number of credit hours granted and course equivalencies.

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

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

Students must request that an official score report be sent to The College of Saint Rose directly from the College Board in order to be granted credit. The college code for The College of Saint Rose is 2091. Students will be notified of the number of credit hours granted and course equivalencies.

High school seniors wishing to transfer in college-level credit and apply it toward their Saint Rose degree should have an official college transcript sent to the Office of Undergraduate Admissions.

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

For more detailed information, students may contact this office at (518) 454-5150 or at admit@strose.edu.

**Academic Opportunity Experience (AOE)**

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

**Application for Early Matriculation**

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

**Partners in Education (PIE)**

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

**Admission of Non-Matriculated Students**

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

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

First-year applicants who have been denied admission to The College of Saint Rose may not enter as non-matriculated students. Transfer students who have been denied admission to the College are eligible for enrollment as non-matriculated students when recommended by Admissions staff. Students who have been dismissed from the College are not eligible for enrollment as non-matriculated students.

**Services to Adult Students**

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

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

Educational Expenses 2021-2022

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for 12 to 18 credit hours (per semester)</td>
<td>$18,061.00</td>
</tr>
<tr>
<td>Overload charge (per credit)</td>
<td>1,196.00</td>
</tr>
<tr>
<td>Part-time tuition (per credit)</td>
<td>1,196.00</td>
</tr>
<tr>
<td>Audit (per credit)</td>
<td>622.00</td>
</tr>
<tr>
<td>Alumni audit (per course)</td>
<td>148.00</td>
</tr>
<tr>
<td>Senior Citizen audit (age 62+)</td>
<td>No tuition</td>
</tr>
</tbody>
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Residence and Board Per Semester Total

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Fee</th>
</tr>
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<tbody>
<tr>
<td>Double</td>
<td>$3,657.00</td>
</tr>
<tr>
<td>Triple</td>
<td>3,561.00</td>
</tr>
<tr>
<td>Single</td>
<td>4,209.00</td>
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<tr>
<td>Apartment</td>
<td>4,704.00</td>
</tr>
<tr>
<td>Centennial Hall (4 person)</td>
<td>5,350.00</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Board Plan</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan # 1</td>
<td>$3,643.00</td>
</tr>
<tr>
<td>Plan # 2</td>
<td>3,540.00</td>
</tr>
<tr>
<td>Plan # 3</td>
<td>3,334.00</td>
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</table>

Miscellaneous Fees (non-refundable)

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation fee (First-Year and Transfer)</td>
<td>$450.00 (Overnight)</td>
</tr>
<tr>
<td>Student records fee, per semester</td>
<td>107.00</td>
</tr>
<tr>
<td>Incomplete grade fee</td>
<td>85.00</td>
</tr>
<tr>
<td>Processing fee for each returned check</td>
<td>50.00</td>
</tr>
<tr>
<td>Late payment fee, per month</td>
<td>85.00</td>
</tr>
<tr>
<td>Student activity fee, full-time student, per semester</td>
<td>161.00</td>
</tr>
<tr>
<td>Communication fee (COM program majors/minors), per semester</td>
<td>250.00/125.00</td>
</tr>
<tr>
<td>Music lessons</td>
<td>945.00/48.00</td>
</tr>
<tr>
<td>Science laboratory fee, per course</td>
<td>67.00</td>
</tr>
<tr>
<td>Technology fee:</td>
<td>290.00 (full-time study per semester)</td>
</tr>
<tr>
<td>OR</td>
<td>37.00 (per credit for part-time study)</td>
</tr>
<tr>
<td>Parking sticker</td>
<td>55.00 (Commuter Student)</td>
</tr>
<tr>
<td>ID card</td>
<td>50.00 (Replacement)</td>
</tr>
<tr>
<td>Health fee:</td>
<td>90.00 (full-time study per year)</td>
</tr>
<tr>
<td>OR</td>
<td>49.00 (6+ credits)</td>
</tr>
</tbody>
</table>

Other Estimated Semester Expenses

<table>
<thead>
<tr>
<th>Expense Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Personal expenses</td>
<td>1,750.00</td>
</tr>
<tr>
<td>Travel expenses</td>
<td>500.00</td>
</tr>
</tbody>
</table>
**Payment of Accounts**

Accounts are due and payable in advance. The College accepts cash, checks or money orders. WebCheck (ACH) payments may also be processed online. Credit/debit card payments may be processed online through PayPath (and are subject to a convenience service fee). A monthly payment plan is also available for all or part of the semester balance. Verified financial aid will be credited to student accounts after being validated by the Financial Aid office.

A tuition deposit of $150 is required of all new students upon acceptance; in the case of a resident student, the deposit is $300 of which $150 represents a tuition deposit and $150 a room reservation deposit. The non-refundable deposit will be applied against the student’s first semester charges.

Students with unresolved financial obligations will not be allowed to register for subsequent semesters.

**Withdrawal and Refunds**

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

Prior to withdrawing from any courses, students are strongly advised to consult with the Financial Aid Office, in order to have a clear understanding of potential changes in financial aid eligibility. If a student is withdrawing from the College, he/she should provide written notice to the Dean of the appropriate school. In addition, the student will need to submit a signed withdrawal form to the Registrar’s Office. Tuition refunds are computed from the date on which the Registrar’s Office receives written notice of the withdrawal. Because medical withdrawals fall under our general withdrawal policy and refund schedule, optional tuition refund insurance is offered to students, and is designed to minimize financial losses if a student is forced to withdraw from all classes due to a serious illness or accident.

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

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

(please refer to the current academic calendar for the summer refund schedule.) Credit-based calculations for full-time students could result in a credit-hour liability that would remain at the full-time level, depending on the student’s credit hour load, and the time of withdrawal.

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

**Financial Aid**

The College of Saint Rose has long been committed to the premise that a quality education should be within reach of qualified students. A student must be matriculated in order to be eligible for various types of financial aid. To this end, the College serves its student body through a comprehensive program of Federal, State, and institutional financial aid. While the basic responsibility for financing education lies with the student, student resources can be supplemented with employment, grants, scholarships and loans. The amount of aid available through the College is limited, and most is awarded on the basis of need as demonstrated through the Free Application for Federal Student Aid (FAFSA). All financial assistance from the College is subject to adjustment if the recipient is later granted aid from other sources or as a result of changes in eligibility. Financial aid awards are contingent upon the student’s maintaining good academic standing and satisfactory academic progress as outlined in this catalog.

**Application Procedures and Deadlines**

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

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

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

**Institutional Scholarships and Grants**

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

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

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

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

General Scholarship Guidelines

The College of Saint Rose Scholarships

The College annually awards renewable merit-based scholarships to full-time freshman applicants who have demonstrated superior achievement in academics (through high school average, SAT/ACT scores, and class rank), art, music, and/or athletics. No separate application is necessary; students who have been accepted for admission as first-time freshmen by February 1 will automatically be considered for these scholarships. All recipients should submit the FAFSA if other aid is desired.

Transfer Scholarships

Full-time transfer applicants with superior academic records will be automatically considered for renewable Transfer Scholarships. All recipients should submit the FAFSA if other aid is desired.

Art and Music Scholarships (Special Talent Scholarships)

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

Athletic Scholarships (Athletic Service Awards)

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

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

Second Chance Scholarship

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

Other Scholarships

The College also offers other scholarship opportunities. A student must apply for admission to the College prior to February 1 in order to be selected for these endowed scholarships. No separate application is necessary, as the College will match an applicant’s qualifications to those of the scholarship. Because of funding and awarding variables, not all scholarships are available each year.

Federal Student Aid Programs

The College administers the full range of Title IV Federal Student Aid Programs. These include the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant (SEOG), the Federal Perkins Loan, the Federal Work Study Program, and the Federal Direct Loan Programs (Subsidized, Unsubsidized and PLUS Loans).

To be considered for funding from these programs, a student must submit the Free Application for Federal Student Aid (FAFSA) indicating The College of Saint Rose Federal School Code (002705).

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

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

Additional information about Title IV programs is available at www.studentaid.ed.gov.

Verification

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

If an application is selected for Verification, the Financial Aid Office is required by law to obtain specific documentation to complete the process. The Financial Aid Office will notify selected students exactly what documentation is required. Failure to submit the requested documents will prevent an applicant from receiving disbursements of institutional and Federal financial aid awards.

The Verification process must be completed within sixty (60) days of notification. If the Verification process is not completed in this timeframe, an applicant will be considered ineligible for Federal or institutional financial aid, including Federal student loans. As a result of the Verification process, the data reported on the FAFSA may need to be adjusted. In this case, the Financial Aid Office will electronically submit corrections to the ISIR. If financial aid eligibility changes as a result of the Verification process, the Financial Aid Office will notify the applicant.

Federal Pell Grant

Matriculated undergraduate students will be considered for Federal Pell Grant eligibility if a FAFSA is submitted within the deadlines stated on the FAFSA. To allow the College to disburse a Pell Grant to an eligible student, our Federal School Code (002705) must be indicated on the FAFSA. FAFSAs should be submitted electronically at www.fafsa.gov. Pell Grant eligibility is based upon student/family income and assets, the Cost of Attendance, family size, and enrollment status. The range of annual award amounts for a Pell Grant to assist in paying the cost of study toward a bachelor's degree when a bachelor's degree has been conferred, a student is enrolled at least half-time (six credits per semester) and show financial need. In order to be considered for an SEOG Grant, the student must be eligible to receive a Pell Grant and must be enrolled at least half-time (six credits) and who have demonstrated financial need through submission of the FAFSA with documentation of the actual data.

Federal Supplemental Educational Opportunity Grant (SEOG)

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

Federal Work Study Program (FWS)

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

The College of Saint Rose participates in the U.S. Department of Education’s America Reads Challenge. Through this program, some of our FWS employees are able to gain employment as reading tutors in the Albany City School District.

Federal Perkins Loan Program

This federally funded program provides loans at the rate of 5% simple interest for students enrolled at least half-time who demonstrate financial need. Amounts are determined by the Financial Aid Office and cannot exceed $5,500 each year, or $27,500 for an entire program leading to a bachelor's degree. No repayment of principal or interest is required while a borrower remains enrolled at least half-time; repayment begins nine months after the student stops attending school at least half-time. Deferments may be granted to those who are experiencing certain hardship conditions, such as rehabilitation training; unemployment up to three years; economic hardship or a period of time engaged in community service. A Free Application for Federal Student Aid (FAFSA) demonstrating financial need must be filed by February 1.

In addition, a student who is a first-time Federal Perkins Loan borrower at The College of Saint Rose is required to complete a Federal Perkins Loan Entrance Interview. At the Entrance Interview, students will be informed of their rights and responsibilities as Federal Perkins Loan borrowers. All new Perkins Loan borrowers must complete a Master Promissory Note (MPN). The Office of Financial Aid will notify borrowers of the procedures for completing Entrance Counseling and the MPN.

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

William D. Ford Federal Direct Loan Program

Federal Subsidized Direct Loan

The Federal Subsidized Direct Loan is available to students enrolled at least half-time (six credits) and who have demonstrated financial need through submission of the FAFSA.

The Financial Aid Office will automatically consider Subsidized Loan eligibility when the financial aid application process is complete. Federal Subsidized Direct Loan eligibility will be indicated on the Financial Aid Award Letter.

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

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

Students who are borrowing Federal Subsidized Direct Loan funds for the first time must complete a Federal Direct Loan Entrance Interview before receiving loan proceeds. The Entrance Interview is designed to inform borrowers of the rights and responsibilities inherent in borrowing from this Program. The Office of Financial Aid will notify borrowers of the procedures for completing the Entrance Interview.

All new Federal Direct Loan borrowers must complete a Master Promissory Note (MPN). The Office of Financial Aid will notify borrowers of the procedures for completing the MPN. The MPN is valid for up to ten years of educational borrowing.

Loans covering more than one semester must be disbursed in multiple disbursements. If the loan is intended for the Fall and Spring semesters, the first half of the loan proceeds will be disbursed at the beginning of the Fall semester and the second half at the beginning of the Spring semester. If the loan is intended for one semester only, the loan will be disbursed at the beginning of the term.

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

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

When borrowers cease to be enrolled for at least six credits, they are required to complete an Exit Interview. The Exit Interview is a final reminder of borrowers’ rights and responsibilities as they prepare to enter repayment. The Office of Financial Aid will inform borrowers of the procedures for completing the Exit Interview process.

Federal Unsubsidized Direct Loan

The Federal Unsubsidized Direct Loan is available to students who do not demonstrate financial need for the Subsidized Loan. Also, students who are independent by virtue of the regulations governing the FSA Programs are eligible to borrow funding through the Unsubsidized Loan in addition to their Subsidized eligibility. Additionally, an extra $2,000 can be borrowed each year for 4 years, up to a maximum of $8,000. Independent freshmen and sophomores are eligible for $4,000 per year in addition to their Subsidized eligibility, and independent juniors and seniors are eligible to borrow $5,000 per year in addition to their Subsidized eligibility.

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

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

The maximum a dependent student can borrow combined with the Subsidized Direct Loan is $31,000. An independent student’s maximum, including the Subsidized Direct Loan, is $57,500.

Federal Direct Parent Loan for Undergraduate Students (PLUS)

Parents of dependent undergraduate students may borrow the PLUS loan for a maximum annual amount equal to the Cost of Attendance less all other financial aid the student is receiving. Repayment of the PLUS loan begins 60 days after the loan is fully disbursed (paid out).

The PLUS loan will be approved based upon the credit-worthiness of the borrower. Parents interested in borrowing the PLUS loan must notify the Financial Aid office after receipt of the student's Award Letter.

To initiate the Federal Direct PLUS Loan process, the parent must complete the College of Saint Rose PLUS Loan Request Form and submit it to the Office of Financial Aid. Instructions on this form direct the borrower to www.studentloans.gov where he/she will complete a PLUS Loan credit check and a Master Promissory Note (MPN) if one is not already on file.

All new Federal Direct PLUS Loan borrowers must complete a Master Promissory Note (MPN). The Office of Financial Aid will notify borrowers of the procedures for completing the MPN. The MPN is valid for up to ten years of educational borrowing.

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

The PLUS loan will be approved based upon the credit-worthiness of the borrower. Parents interested in borrowing the PLUS loan must notify the Financial Aid office after receipt of the student's Award Letter.

To initiate the Federal Direct PLUS Loan process, the parent must complete the College of Saint Rose PLUS Loan Request Form and submit it to the Office of Financial Aid. Instructions on this form direct the borrower to www.studentloans.gov where he/she will complete a PLUS Loan credit check and a Master Promissory Note (MPN) if one is not already on file.

All new Federal Direct PLUS Loan borrowers must complete a Master Promissory Note (MPN). The Office of Financial Aid will notify borrowers of the procedures for completing the MPN. The MPN is valid for up to ten years of educational borrowing.

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

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

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

Aid to Native Americans

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

Veterans Benefits
Special funding is available to eligible veterans, their dependents and beneficiaries. Contact the nearest local Veterans Administration office for specific information. Additional information regarding Veteran Benefits is listed at www.strose.edu/officesandresources/registrar/veteransinformation. On-campus enrollment certification is completed at the Registrar’s office.

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

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Cumulative GPA</th>
<th>% of Attempted Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-15</td>
<td>1.0</td>
<td>50%</td>
</tr>
<tr>
<td>16-24</td>
<td>1.5</td>
<td>62%</td>
</tr>
<tr>
<td>25-36</td>
<td>1.6</td>
<td>62%</td>
</tr>
<tr>
<td>37-48</td>
<td>1.7</td>
<td>62%</td>
</tr>
<tr>
<td>49-60</td>
<td>1.8</td>
<td>67%</td>
</tr>
<tr>
<td>61-72</td>
<td>2.0</td>
<td>72%</td>
</tr>
<tr>
<td>73-84</td>
<td>2.0</td>
<td>72%</td>
</tr>
<tr>
<td>85-96</td>
<td>2.0</td>
<td>75%</td>
</tr>
<tr>
<td>97-108</td>
<td>2.0</td>
<td>78%</td>
</tr>
<tr>
<td>109-120</td>
<td>2.0</td>
<td>80%</td>
</tr>
<tr>
<td>121-132</td>
<td>2.0</td>
<td>82%</td>
</tr>
<tr>
<td>133-144</td>
<td>2.0</td>
<td>85%</td>
</tr>
</tbody>
</table>

(Final Semester) (Degree Earned)

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

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

Students not maintaining SAP can appeal the loss of aid eligibility. Any such appeal must be submitted in writing to the Financial Aid Office, along with supporting documentation of the circumstances involved in the appeal. The appeals will be evaluated by the Institutional Status Review Committee. Decisions about appeals for extension of aid to students not maintaining SAP are final.

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

Financial Aid Refund Calculations
As part of the Higher Education Amendments of 1998, Congress passed provisions governing what must happen to a student’s Federal student financial assistance if he or she completely withdraws from school in any term or receives all F(s). The policy applies to all Federal grant programs, including Federal Pell Grant, Federal SEOG, Federal Perkins Loan, Federal Direct Loans (both Subsidized and Unsubsidized), and Federal PLUS Loans to parents. It does not apply to earnings from the Federal Work Study Program. Financial aid programs funded directly by The College of Saint Rose (Merit-Based Scholarships, Grants-in-Aid, etc.) are not governed by this policy. Instead, the funds are prorated in accordance with the tuition charge for which the withdrawing student is responsible.

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

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

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

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

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

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

Any award money the student does have to return is considered to be a Federal grant overpayment. The student must either repay that amount in full or make satisfactory arrangements with either the College or the Department of Education to repay the amount. The student must complete these arrangements within 45 days of the date the College provides notification of overpayment status, or the student will risk losing eligibility for further Federal financial assistance.

The amendment specifies the priority order in which refunds must be made as follows: Unsubsidized Direct Loan, Subsidized Direct Loan, Perkins Loan, PLUS Loan, Federal Pell Grant, Federal SEOG, other Title IV funds the student may have been awarded.

**New York State Financial Aid Programs**

To explore the availability of additional NYS Scholarships, please check the NYS Higher Education Services Corporation website at www.hesc.ny.gov.

**Financial Aid for New York State Residents**

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

**Tuition Assistance Program (TAP)**

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

TAP eligibility is based upon the New York State Net Taxable Income. Annual TAP awards are subject to change, but in the 2014-2015 academic year they ranged from $500 to $5,165. Eligible students may receive a maximum of eight semesters of full-time TAP funding. TAP eligibility and award amounts are subject to the New York State budget process each year.

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

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

TAP recipients must adhere to standards for Satisfactory Academic Progress and Program Pursuit in order to continue receiving TAP funding. Academic progress is evaluated each semester a student is awarded TAP and/or a NYS scholarship. There are currently two TAP Satisfactory Academic Progress charts. A student’s applicable chart is determined by the year he/she first received a TAP Award and/or a NYS Scholarship. The charts are listed below:

**First TAP/NYS Scholarship Payment Received Beginning With the 2010-11 Academic Year and Thereafter:**

<table>
<thead>
<tr>
<th>Payment No.</th>
<th>Credits Earned</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>1.8</td>
</tr>
<tr>
<td>4</td>
<td>27</td>
<td>1.8</td>
</tr>
<tr>
<td>5</td>
<td>39</td>
<td>2.0</td>
</tr>
<tr>
<td>6</td>
<td>51</td>
<td>2.0</td>
</tr>
</tbody>
</table>
TAP recipients must also achieve what is referred to as “satisfactory program pursuit.” This is defined as completing, with either a passing or a failing grade, a certain percentage of a full-time course load (12 credits per semester) in each term for which an award is received. The percentage is 50% of the minimum full-time course load in each term of study during the first year in which an award is received; 75% of the full-time course load in each term of study in the second year for which an award is received; and 100% of the minimum full-time course load in each term thereafter. Courses that were previously passed but repeated to achieve a better grade do NOT count toward TAP eligibility, nor toward pursuit-of-program requirements during the semester in which the repeat takes place.

Failure to maintain the above standards will result in suspension of TAP eligibility until academic deficiencies have been remedied. It should be noted that these standards apply to the determination of TAP eligibility only and are different from the Satisfactory Academic Progress standards for other types of financial aid.

If a student loses eligibility for TAP, he/she may submit a request for a one-time-only waiver, along with documentation that supports the reason for the waiver request. Waiver requests will be evaluated by the Institutional Status Review Committee (ISRC). A TAP waiver may be utilized only once.

Veteran Tuition Awards
Under this program, Vietnam, Persian Gulf, Afghanistan, or other eligible combat veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State are eligible for awards for full or part-time study. These awards can only be used for tuition charges and are available for up to 8 semesters of undergraduate study. Combined tuition benefits available to a student cannot exceed the student’s total tuition costs. For more information, visit www.hesc.ny.gov.

NYS Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers
The NYS Memorial Scholarship provides financial aid to children, spouses and financial dependents of deceased firefighters, volunteer firefighters, police officers, peace officers, and emergency medical service workers who have died as the result of injuries sustained in the line of duty in service to the State of New York. Recipients must be enrolled full-time and be matriculated in an approved program of study at a NYS postsecondary institution. For more information, visit www.hesc.ny.gov.

Regents Awards for Children of Deceased or Disabled Veterans
An award of $450 per year for full-time attendance at a college in NYS is available for children of veterans who served in the U.S. Armed Forces during specified periods of war or national emergency and, as a result of service, either died, suffered a 40% or more disability, was classified as missing in action, or was a prisoner of war. The veteran must currently be a New York State resident or have been a New York State resident at the time of death. Applications and further information are available from the New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, NY 12255. For more information, visit www.hesc.ny.gov.

New York State Scholarship for Academic Excellence
This program provides scholarship assistance to outstanding New York State high school graduates. Each year, 8,000 scholarships are awarded - up to 2,000 scholarships of $1,500 and 6,000 scholarships of $500 - to top scholars from registered New York State high schools. Awards are based on student grades in certain Regents exams. Recipients can also receive other non-loan student aid, but the total cannot exceed the cost of attendance budget established by the college. The Scholarship must be used within seven years, commencing with the first academic year for which the Scholarship was awarded. Recipients of this scholarship must be enrolled full-time and be matriculated in an approved program of study at a NYS postsecondary institution. Students must be NYS residents. To apply, students should contact their high school guidance counselors. For more information, visit www.hesc.ny.gov.

Segal AmeriCorps Education Award
In return for their service, members of AmeriCorps programs earn money for school in the form of an education award that can be used to pay education costs at approved postsecondary institutions, for future higher educational and vocational training pursuits, or to repay qualified outstanding student loans. The amount of the award is now tied to the maximum amount of the U.S. Department of Education’s Pell Grant. Information about New York State programs can be found by contacting: NYS Office for National and Community Service, Office of Children & Family Services, 52 Washington Street, Rensselaer, NY 12144, or by visiting www.hesc.ny.gov and following the link to AmeriCorps.

The Recruitment Incentive and Retention Program (RIRP)
Members of New York State’s Military Forces (Army and Air Guard and Naval Militia) may be eligible to benefit from the RIRP. This program will pay the cost of tuition up to a maximum of $4,350 per calendar year for qualified applicants. For more information, contact your local unit representative or recruiter or log on to: http://dmna.ny.gov/education/education.php?page=rirp.

State Aid to Native Americans
New York State residents who are members of a New York State Native American tribe and their children who are attending a college in New York State may be eligible for up to $2,000 annually for up to 4 years of full-time study. Applications and further information are available at Native American Education Unit, NYS Education Department, Room 461 EBA, Albany, New York 12234, (518) 474-0537. For more information, visit www.hesc.ny.gov.

Aid for Part-Time Study (APTS)
The Aid for Part-Time Study program is a grant funded by New York State. Matriculated undergraduate New York State residents who are attending college at a part-time level (enrolled in fewer than twelve credit hours per semester) are eligible to apply for APTS.
Students must submit an APTS application, the FAFSA and copies of their New York State tax forms and, if dependent, their parents’ New York State tax forms. Recipients must meet income guidelines and academic requirements set by New York State and cannot have exceeded the maximum number of TAP award payments.

Amounts of APTS awards are determined by the College, based on the availability of New York State funding, and may vary from semester to semester. The maximum award that can be received for an academic year is $2000. The acceptance of an Aid for Part-Time Study award will decrease lifetime New York State TAP award eligibility. Students who are APTS recipients must meet certain academic standards and satisfactory Program Pursuit in order to continue receiving funds from this program. The same standards for the TAP programs apply, with APTS recipients being reviewed after every two semesters in which an APTS award was received.

NYS Math and Science Teaching Incentive Scholarships
New York State offers Math and Science Teaching Incentive Scholarships to qualified students who plan to pursue careers as secondary math and science teachers (grades 7–12) in New York State. The scholarships are awarded on a competitive basis and require the completion of a supplement that must be returned to the NYS Higher Education Services Corporation (HESC). This program provides awards to full-time students attending a college in NYS at the undergraduate and/or graduate degree level in exchange for five years of full-time employment as NYS secondary education math or science teachers. The award amount varies per academic year. The maximum annual award for the 2014-2015 academic year is $6,195. Log on to www.hesc.ny.gov for additional details.

Enhanced Tuition Award (ETA)
The Enhanced Tuition Awards (ETA) program provides tuition awards to students who are New York State residents attending a participating private college located in New York State. Recipients will receive $6,000 through a combination of their TAP award, ETA award and a match from their private college.

See if your college is participating.

Eligibility
An applicant must:
• be a resident of NYS and have resided in NYS for 12 continuous months prior to the beginning of the term;
• be a U.S. citizen or eligible non-citizen;
• have either graduated from high school in the United States, earned a high school equivalency diploma, or passed a federally approved “Ability to Benefit” test, as defined by the Commissioner of the State Education Department;
• have a combined federal adjusted gross income of $125,000 or less;
• be pursuing an undergraduate degree at a participating private college or university located in New York State;
• be enrolled in at least 12 credits per term and complete at least 30 credits each year applicable toward his or her degree program, through continuous study with no break in enrollment except for certain reasons that can be documented;
• if attended college prior to the 2019-20 academic year, have earned at least 30 credits each year (successively), applicable toward his or her degree program prior to applying for an Enhanced Tuition Award;
• be in a non-default status on a student loan made under any NYS or federal education loan program or on the repayment of any NYS award;
• be in compliance with the terms of the service condition(s) imposed by any NYS award(s) that you have previously received; and
• execute a Contract agreeing to reside in NYS for the length of time the award was received, and, if employed during such time, be employed in NYS.

Catching Up on Credits
A student who is not on track to complete an Associate’s degree in two consecutive years or Bachelor’s degree in four consecutive years (which requires completion of the equivalent of 30 credits each academic year) can catch up on missing credits to become eligible for an Enhanced Tuition Award. If you successfully earn additional credits during a term or academic year and get back on track to completing your degree on time, you will be eligible to receive an Enhanced Tuition Award for the remainder of your undergraduate degree program.

Opportunity Programs
If you are in an opportunity program, the ETA program allows five years to complete your degree on time (which requires completion of the equivalent of 24 credits each academic year).

Five-Year Undergraduate Program
If you are in an undergraduate program of study normally requiring five-years, the ETA program allows five years to complete your degree on time (which requires completion of the equivalent of 30 credits each academic year).

Students with Disabilities Under the Americans with Disabilities Act of 1990
To be eligible for an Enhanced Tuition Award, students with qualified disabilities under the Americans with Disabilities Act who attend less than full time must register with their college office for students with disabilities.

If you are a student with a disability under the Americans with Disabilities Act, the ETA program requires that you be continuously enrolled and complete the number of credits you attempted each semester to fulfill the requirement for on-time degree completion. If you have not earned credits for all courses attempted, you can catch up on missing credits if you successfully earn additional credits during a Summer and/or Winter session(s) and get back on track for credits that were not previously completed.

Students with disabilities determined to be ineligible who can demonstrate good cause for completing fewer credits than attempted and/or a break in attendance may appeal the decision by completing and submitting the Enhanced Tuition Awards Program Appeal Form.

For more information, visit NYS Student Financial Aid Programs and Students with Disabilities.
Appeals

Students whose current income or prior year adjusted gross income is $125,000 or below due to the disability, divorce or separation of a parent, spouse or the student or the death of a parent or spouse may appeal their disqualification by completing and submitting the Income Appeal Form.

Students determined to be ineligible for failure to meet the annual credit or continuous enrollment requirements and who can demonstrate good cause for completing fewer credits than required and/or a break in attendance may appeal the decision by completing and submitting the Enhanced Tuition Awards Program Appeal Form.

Award Amount*

Recipients of Enhanced Tuition Awards will generally receive $6,000 through a combination of their TAP award, ETA award and a match from their private college. The number of awards to be made under this Program is subject to available funding.

*Note: Any award payment received may have tax implications. Any questions regarding this should be directed to a tax professional, the Internal Revenue Service, or the NYS Department of Taxation and Finance.

Duration

A recipient of an Enhanced Tuition Award is eligible to receive award payments for not more than two years of full-time undergraduate study in a program leading to an Associate’s degree or four years of full-time undergraduate study, or five years if the program of study normally requires five years, in a program leading to a Bachelor’s degree.

Payment

To receive payments after the initial application year, an Enhanced Tuition Awards recipient must annually complete the Free Application for Federal Student Aid (FAFSA) and the NYS Student Aid Payment Application.
ACADEMIC AND STUDENT SERVICES

The College of Saint Rose provides academic and student-centered services to support and enhance students’ experiences during their stay on the campus. Services are provided through the day and evening on weekdays to accommodate the busy schedules of all students.

Academic Opportunity Experience (AOE) Services

The AOE Program is designed to admit students to the College who demonstrate a high potential for success, yet are inadmissible under the College’s general admission criteria. Students who are accepted to the College through Academic Opportunity Experience receive the following supportive services:

• First-Year Launch
Entering AOE students are required to take part in a First-Year Launch during the summer prior to the start of fall semester classes. This experience is designed to orient students to campus life, initiate opportunities for academic skills-building through course work, and acquaint students with other support services including tutoring and counseling.

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

• Academic Counseling Services:
Academic support counseling is provided on a biweekly basis. Students are assigned to a counselor during the Launch and they meet 1:1 for the entire first year of the program. Referrals are made for personal, career, and financial counseling to the appropriate campus offices.

Programs and Workshops:

Educational and Social programming is sponsored by AOE on a variety of topics to engage the cohort throughout the semester. Students admitted to the program are required to attend one AOE-sponsored workshop or program per semester during their first-year.

Academic Success Center

The Academic Success Center (ASC) partners with students and faculty to enhance student academic skills outside of the classroom and provide equal access to information presented in the classroom. Our focus is to support students in becoming independent learners and to assist in the achievement of individual learning goals. We are committed to working with students to promote their academic success and ultimate goal of graduation.

Placement Testing

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

Students entering The College of Saint Rose as first-year or transfer students will take the math placement test with the following exceptions:

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

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

Students who do not gain an appropriate score on the College’s math placement exam, as determined by course or program requirements, must receive math remediation and retake the test in the Academic Success Center. For further inquiries about the math placement test, contact the Office of Academic Advising at (518) 454-5217 or the Academic Success Center at (518) 454-5299.

A full FAQ for incoming students (both first-year and transfer) can be found on the Math Placement Test Support Website at mathplacement.strose.edu.

Drop-in Tutoring

The Academic Success Center (ASC) offers students open-group tutoring sessions in the academic areas of math, accounting, business, computers, and the natural sciences (biology, chemistry, and physics). These sessions do not require an appointment. Since tutoring schedules change every semester, students are encouraged to stop by the Academic Success Center or check the ASC website to get the updated information. We also offer on-line tutoring in some content areas, so please contact us to learn more.

Study Clusters

Tutorial study clusters give students the opportunity to work through rigorous course work, with the support of classmates and a peer tutor. Students experiencing difficulty with a particular course may contact the Academic Success Center to inquire about creating a study cluster.
Science and Math Skill Development
The Academic Success Center offers learning-enrichment programs and academic support for students who seek to improve their math placement scores or get extra help with science or math. Students meet one-on-one or in small groups, and appointments are encouraged. Students may call or stop by the Academic Success Center to speak with the Assistant Director/Student Development Specialist.

Students in the Childhood Education, Special Education, and other Education programs may contact the Assistant Director/Student Development Specialist for content support and strategies to increase familiarity with New York State Learning Standards and best practices in the sciences and mathematics.

The Writing Center
The Writing Center welcomes all student writers, from first-year students to those in graduate programs, from students who find writing challenging to strong writers looking to be even more effective. Every writer can benefit from feedback and individual attention. Tutors are trained to support both native speakers of English and English Language Learners in the development and enhancement of writing skills. During half-hour and hour-long tutoring sessions, trained tutors assist students with any stages of the writing process: selecting a topic, brainstorming, outlining, drafting, organization, research, documentation, and revision. The Writing Center also offers on-line tutoring. Please call us for more information.

Services for Students with Disabilities
Academic accommodations for students with documented disabilities are provided in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

Registering: In order to receive accommodations, students must self-identify and meet with the Director of Services for Students with Disabilities. Students requesting services need to present current and appropriate documentation of a disability. Prospective students are encouraged to meet with this office early in the application process to obtain a copy of the documentation guidelines and to learn about the services provided. Formal registration with the office is required for each semester that the student is requesting accommodations.

Confidentiality
All services and referrals offered by the office are kept confidential in accordance with professional, ethical and legal guidelines.

Alumni Association
The College of Saint Rose Alumni Association welcomes all alumni as lifetime members upon graduation. Founded in 1924 and incorporated in 1949, the Association boasts more than 47,000 members to date. Under the leadership of an elected board, the Alumni Association provides alumni with opportunities for connecting with current students, networking with leaders in their professional fields, and participating in career and personal enrichment activities.

Alumni enjoy a wide variety of exciting activities, both in-person and virtual, through the Office of Alumni Relations and the Alumni Association, including: class reunions, constituency reunions (gatherings of former teammates, club members, etc.), get-togethers for recent alumni, student/alumni networking programs, regional sporting events, and a variety of other events hosted on the Saint Rose campus and around the country. Together with the Office of Alumni Relations, the Alumni Association Board represents the interests of the alumni body to the College, including recommending to the College's Board of Trustees an Alumni Association representative, and develops initiatives designed to promote alumni engagement with their alma mater. The Office of Alumni Relations is located at 1000 Madison Avenue. The Alumni Relations team can be reached at (518) 454-5196 or via e-mail at alumni@strose.edu. For more information on alumni benefits and programs, visit www.strose.edu/alumni.

Center for International Programs
The Center for International Programs has several functions: (1) to support international students with services and activities, (2) to promote and facilitate study abroad at The College of Saint Rose (3) to support recruitment of international students to programs of study at The College of Saint Rose, and (4) to manage the English as a Second Language offerings of the College.

I. INTERNATIONAL STUDENT RECRUITMENT
Please see the Admissions section of this catalog for full details on admission standards and application processes for international students.

II. INTERNATIONAL STUDENT SERVICES AND PROGRAMS
The Center for International Programs also facilitates the acculturation of international students to life at The College of Saint Rose by helping students navigate cultural, educational, and personal adjustments. More specifically, the Office assists students with maintaining good governmental status, coordinates activities and programs for students, oversees orientation, and assists students with various student services.

III. STUDY ABROAD
Students who are interested in studying abroad can choose from a variety of experiences: Faculty Led Programs, Semester/Year Long Study, and Summer Sessions. More information can be found here.

IV. ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM *temporarily suspended*
The Center for International Programs also manages the College's English as a Second Language program. This program is designed primarily for admitted applicants who have not yet met the English proficiency requirements for enrolling in degree programs, however those seeking only to improve their English are also welcome.
Courses in the ESL Program can be found with the undergraduate course listings online. Typically, ESL courses are offered in Fall and Spring semesters. Summer ESL courses are also available.

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

Center services include: individual and couples counseling; support groups; consultations; educational workshops on a variety of wellness/prevention topics; and confidential referrals to other sources for help. Counseling services are free and open to all current students of the College. The Counseling Center is located at 1006 Madison Avenue and is open Monday-Friday from 9:00am-5:00pm.

**Dining Services**
The College has several dining options including the Dining Hall, the Camelot Room, Starbucks, and cafes. For more information please visit: https://saintrose.sodexomyway.com/.

**Emery Educational and Clinical Services Center**
The Joy S. Emery Educational and Clinical Services Center offers a wide array of services including psychoeducational consultations, speech-language evaluations and treatment, and literacy tutoring. The Pauline K. Winkler Speech-Language-Hearing Clinic is located in the Joy S. Emery Educational and Clinical Services Center and provides a full range of diagnostic and therapy services for clients of all ages with all forms of communication problems. Additionally, the Center offers consultative support for children with autism spectrum disorders as well as a social and adaptive behavioral tutorial program.

**Events and Athletics Center**
The Events and Athletics Center is home to the Main Dining Hall, the Camelot Room, Starbucks, the Main Lounge, Athletics Offices, Locker Rooms, the Daniel P. Nolan Gymnasium, the Fitness Center, the Pool, Student Development Offices, Student Association, the Campus Store, the Mailroom & Copy Center.

**First-Year Experience Office**
Designed to meet the needs of incoming students in a manner that best prepares them for success through interesting coursework, innovative campus programs, pathway experiences, and mentoring connections. When you take full advantage of your Saint Rose First-Year Experience, you will:

- Gain confidence and competence as a college-level student;
- Make positive connections with faculty, administrators, staff and peers;
- Engage in behaviors and make decisions that promote personal health and well-being;
- Develop an awareness of the impact of your personal choices; and
- Develop a connection to The College of Saint Rose and an understanding of your place in its vibrant community.

**Health Services**
Health Services provides nursing coverage and various clinical services five days a week during the academic year to full-time and part-time students registered for six or more credits.

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

Complete health records should be on file in Health Services by September 16 for the fall semester and by February 6 for the spring semester. Immunization records are kept for a period of seven years. A copy of a student’s health records will be released by Health Services only upon written request from the student. Records are released in person, through the US Postal Service, or by fax. We are unable to email medical records. Please allow 3 business days to process a request for immunization records.

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

**Required Immunizations Consist of:**

**Measles (Rubella)**

- The student must submit proof of **two** doses of live measles vaccine given after 1967: The first dose given no more than 4 days prior to the student’s first birthday and the second at least 28 days after the first dose; **or**

- The student must submit serological proof of immunity to measles. This means a lab report from an approved medical laboratory confirming immunity; **or**

- The student must submit a statement from the diagnosing physician, physician assistant, or nurse practitioner that the student has had measles disease.

**Mumps**

- The student must submit proof of **one** dose of live mumps vaccine given after 1968 and no more than 4 days prior to the student’s first birthday; **or**

- The student must submit serological proof of immunity to mumps. This means a lab report from an approved medical laboratory confirming immunity; **or**

- The student must submit a statement from the diagnosing physician, physician assistant, or nurse practitioner that the student has had mumps disease.

**Rubella (German Measles)**
• The student must submit proof of one dose of live rubella vaccine given after 1968 and no more than 4 days prior to the student’s first birthday; or

• The student must submit serological proof of immunity to rubella. This means a lab report from an approved medical laboratory confirming immunity (since rubella rashes resemble rashes of other diseases, it is impossible to diagnose reliably on clinical grounds alone. Serological evidence is the only permissible alternative to immunization).

The law allows certain exemptions for compliance and will waive, either permanently or temporarily, immunization requirement for students with special circumstances. These may include pregnancy, certain allergies and specific religious beliefs. Clarification of possible waivers or answers to other immunization or health questions can be obtained by calling Health Services at (518) 454-5244.

**Meningitis**

The meningitis vaccine is not required, however, all students registering for six or more credits, regardless of their date of birth, must submit one of the following:

• Certificate of immunization for meningococcal meningitis disease within the previous five years; or

• An acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student or student’s parent or guardian if under 18.

New York State law requires documentation of the immunizations described above. A student’s continued ability to register and attend classes rests on providing the required documents.

**Health Evaluation and Tuberculosis Screening**

Health Evaluation and TB screening/PPD are required for all international students, students living on campus, and student athletes.

• The health evaluation must have been completed within one year of arrival on campus.

• If a PPD is necessary, it must have been done within one year of arrival on campus.

**Medical History**

All students are required to complete and return the Report of Medical History. Health forms must be submitted to the Health Services office in accordance with the following timelines:

• New York State Residents by September 16th for the fall semester and February 6th for the spring semester.

• International and Out-of-State Students by October 1st for the fall semester and February 21st for the spring semester.

Students who fail to submit the necessary forms in accordance with the timelines above will be assessed a nonrefundable $100.00 late fee. If students are not in compliance within 30 days from the start of the semester for New York State Residents and 45 days for International and Out-Of-State Students they will be subject to immediate exclusion from their courses and removal from residence halls, when applicable.

Students will be considered “in process” and will be allowed to attend classes if he/she has presented a Certificate of Immunization that shows the student is in the process of completing the immunization requirements of PHL Section 2165. To be in process the student must have received at least one dose of the MMR vaccine and have an appointment to return to a health practitioner for the second dose within ninety (90) days. A student will also be considered “in process” if they have had blood titers drawn and are awaiting results to prove immunity to measles, mumps and rubella.

A student can be considered “in process” of complying with PHL Section 2167 regarding meningococcal disease through a thirty (30) day grace period. If the student is not in process and/or goes beyond the 30 day grace period, he/she will be subject to exclusion from classes.

Students who provide proof of honorable discharge from the armed services within ten years from the date of application to an institution shall qualify as in process, enabling a student to attend the institution pending actual receipt of immunization records from the armed services by the end of that semester. To enroll in future semesters, the student must supply the immunization records from the armed services.

Students who fail to comply with the timelines in this Policy will be excluded from attending classes and residing in their residence hall, when applicable, until such time as all immunization records are complete in Health Services. Faculty will be notified that the student is not permitted to attend class, complete coursework, or submit assignments until the student is in full compliance with this Policy. Once in full compliance, the student will be required to pay a $100 fee to be permitted to return to class and their residence hall, when applicable, and then the faculty member will be notified accordingly.

Correspondence related to insufficient records will be communicated via Saint Rose student email accounts and phone numbers provided by the student in the Banner system. Health forms are available on the Saint Rose website at www.strose.edu. Call (518) 454-5244 with any specific health concerns or questions.

**Health Insurance**

The College of Saint Rose recognizes the importance of available, affordable health care. The College of Saint Rose is pleased to offer all Undergraduate and Graduate Students a voluntary comprehensive form of accident and sickness insurance. Please visit www.haylor.com/student and click on The College of Saint Rose icon for more information.
**Housing**

Residence halls offer a variety of living styles for full-time students, including historic houses, two traditional corridor-style residence halls, and a suite-style residence hall, in addition to on-campus apartments. Full-time first-year students are required to live on campus for their first two academic years unless an exemption condition is met. When a student enters residence, he/she is housed according to where vacancies exist. After the first year, students can choose a room through the room selection process, which is based on a lottery system. The housing contract is binding for one academic year.

Most residence halls have at least one peer Resident Assistant who lives there to help promote a positive atmosphere and assist the students in any way he/she can. All resident students are required to be on one of several meal plans offered by the College. On-campus residents living in apartments may choose to be on the apartment meal plan.

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

**ID Cards**

Identification cards will be issued to new students by the Golden Knights ID Card Office, which is located in the Safety & Security Headquarters at 340 Western Avenue. The initial identification card is free of charge. Any and all replacements (lost, stolen, or damaged) incur a replacement cost of $50.00 which is charged to the student's account. To replace an ID card, the cardholder must appear in person to the Golden Knights ID Card Office.

ID cards should be carried at all times and must be produced upon request from staff or faculty. Students will need their ID cards in order to gain access into campus buildings at all times. Students forfeit their ID card upon withdrawal from the College. Cards must be turned in to Security.

**Library Resources**

**The Neil Hellman Library**

The Library contains over 160,000 volumes, 1,500 periodical subscriptions, over 312,000 microforms, and subscriptions to 90 web-based journal packages, which provide access to over 45,000 magazines, journals, and newspapers. The Library also provides access to over 248,000 electronic books. Membership in the Capital District Library Council and the Online Computer Library Center (OCLC) network provide access to materials from libraries worldwide through interlibrary loan.

The Library provides Mac and Windows computers for student use. In addition to public workstations located throughout the building, the Library has laptop computers that students can check out and use throughout the building. A wireless network provides Internet access through all four floors of the Library. All computers have browsers, Microsoft Office software, and various desktop applications installed. Students can print from anywhere in the building. The Library’s subscription databases and other electronic resources are available to students from anywhere on or off campus. Librarians are available in person, over the phone, e-mail, or via chat (24/7 assistance) to help with any library or research needs.

Personal, one-on-one research assistance is available on an appointment basis.

The Library has weekday, evening, and weekend hours during the fall and spring semesters, and the library is open year round. Library hours can be found at: [https://library.strose.edu/hours](https://library.strose.edu/hours).

**The Patricia Standish Curriculum Library**

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

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

Curriculum Library tours are provided in collaboration with professors throughout the semesters. Reference services are provided by Curriculum Library staff when the library is open. Curriculum Library hours can be found at: [https://library.strose.edu/CL/Homepage](https://library.strose.edu/CL/Homepage).

**Office of Academic Advising**

The Office of Academic Advising is a central source of academic information at The College of Saint Rose. It is located in room 337, St. Joseph Hall (3rd floor). Here, students receive advice on choosing a major, minor, or concentration, as well as information on College policies and procedures in general. Students wishing to change their major should also contact the Office of Academic Advising.

**Academic Advisors**

In their first year at the College of Saint Rose, all incoming, matriculated students have two advisors—a General Advisor (in the Office of Academic Advising), and a Faculty Advisor (in their major). General Advisors help students transition to the College, making sure they know how to access campus resources, read degree requirements, prepare for course registration, and, in general, get connected on campus. Though Faculty Advisors provide assistance in many of these same areas, their primary focus is on course-selection in, and questions about, their advisees’ major. In addition, Faculty Advisors act as important resources as students prepare for internships, graduate school, research opportunities, and/or their first professional position. Finally, Faculty Advisors distribute Alternate PINs, allowing students to register for classes.

**Field Placement and Advising Office**

Students majoring in programs in the School of Education who need assistance beyond that provided by their Faculty Advisors should go to the Field Placement and Advisement Office, located in Room 144 of the Lally School of Education. These programs include Childhood Education/Special Education, Communication Sciences and Disorders, Early Childhood Education/Childhood Education, and Inclusive Early Childhood Education. (Please note that students studying Adolescence Education programs will not proceed through this office, but rather through the Office of Academic Advising).
Office of Career Services
The Office of Career Services assists students and alumni throughout the career development process. Our staff provides advisement, resources and programs on major and career exploration, part-time jobs and internships, resumes and cover letters, interviewing, networking and job search strategies, graduate school and post-graduation employment. Services and resources include individual appointments, a career management system, employer recruitment, job and internship postings, networking opportunities and programs, print and online career resources, as well as a variety of career-related programs and events.

We strongly encourage all students to login to HireStRose, our online career management system, to access:

- **Jobs and Internships**: full-time, part-time, on-campus, off-campus, internships, volunteer, caregiving, tutoring, Saint Rose work-study, and graduate assistantships positions

- **Events**: Past events include Career Carnival, Career Development Month, Career Roundtables, Education Expo, Etiquette Dinner, Graduate School Workshops, LinkedIn Headshots, Resume Review Week, plus more. Always check HireStrose for upcoming events!

- **Recruiting**: employers interested in connecting with Saint Rose students and alumni via Information Sessions, Resume Collections, and Interviewing Opportunities

- **Resource Library**: Career Center Handbook, Business Review Portal, eBook Collection, Vault, What Can I Do With This Major, plus more

- **Outcomes**: employment, internship, and continuing education information for Saint Rose alumni. It is never too early or too late to explore career interests and options, gain experience through employment and/or internship opportunities, develop a network or begin the job search. Students should stop by the Office of Career Services, (Saint Joseph Hall, Third Floor), call (518) 454-5141, or refer to the Career Center's website at http://https://www.strose.edu/student-development/career-services/services/.

Office of Intercultural Leadership
The Office of Intercultural Leadership is committed to partnering with the College community to ensure it offers curricular and co-curricular activities to enhance the campus community’s understanding, engagement and capacity for diversity, equity, inclusion and belonging. The Office is responsible for co-creating the environment to support the enhancement of the student experience for student populations that have experienced systemic marginalization. Promoting a campus-wide understanding of cultural diversity and inclusivity is an important role for the office. With a focus on inclusion, the Office of Intercultural leadership is committed to providing campus-wide leadership that fosters integrity, interdependence, and mutual respect to enhance the College’s culture and commitment to diversity, equity, inclusion and belonging.

Office of Spiritual Life
The Office of Spiritual Life promotes the Mission of the College and consists of the offices of Spiritual Life and Community Service. The Spiritual Life and Community Service Offices are located in the Interfaith Sanctuary and promote the personal and spiritual growth of the campus community. The Office of Spiritual Life celebrates its roots in the Roman Catholic tradition and honors the multi-faith and multi-belief community that makes up The College of Saint Rose. Interfaith and ecumenical programs of prayer, liturgy and celebration invite the growth, engagement and connection of people of different faiths and beliefs that may not include faith. Yearly retreats, volunteer opportunities, workshops and individual counseling and direction are offered to students who wish to develop their spiritual lives. The Office of Community Service encourages and supports involvement in community outreach and service programs at the local, national and global levels. A large network of local agencies provides students with opportunities for service. People of all spiritual and religious beliefs and traditions as well as those who don’t identify with faith, are welcome to make our community at the College rich in spiritual insight, exploration and experience. Regardless of where one’s beliefs lie, all are encouraged to work for justice and peace.

Parking
The College has various parking lots located within and around the campus. Vehicles must be registered with the College, and a hang-tag permit must be displayed on the vehicle to park in College-owned and leased lots. The permit cost is $105.00 for resident students and $55.00 for commuter students. Permits are issued each academic year from the Office of Safety and Security headquarters at 340 Western Avenue or online at: http://www.strose.edu/parking. There is a one (1) permit limit per individual. A copy of the Parking Regulations and Information is issued when the hang tag permit is issued. Vehicles without hang tag permits or parked in unauthorized areas will be ticketed and may be immobilized or towed at the owner’s expense. First-Year students are not allowed to have vehicles on campus. The College assumes no responsibility or liability for vehicles or their contents parked in College-owned or leased parking lots.

The College reserves the right to change established fees and services, and to determine the effective date of such changes without prior notice.

Student Clubs and Organizations
The College of Saint Rose recognizes the importance of co-curricular activities. Participation in a club or organization affords students the opportunity to develop important leadership and interpersonal skills. It also provides some significant “hands-on” experience to complement students’ academic records. There a variety of clubs and organizations for students to participate in and there are always options for students to create their own club or organization. Students can learn more about the clubs that are available by calling (518) 454-5170 or by emailing studentdevelopment@strose.edu. There is also an Activities Fair held early in the Fall semester where representatives from various clubs will be present. More information can be found here: https://www.strose.edu/student-life/leadership-opportunities.

Student Solution Center
The Student Solution Center on the third and fourth floors of Saint Joseph Hall should be the first stop for students with registration, billing and payments, or financial aid questions. The staff in this area has been educated to answer most questions students may have about these and many other issues. The telephone number is: (518) 458-5464.
Student Support and Development

The Office of Student Development is responsible for the overall administration and management of the College’s community standards process for cases of non-academic student misconduct. The Office of Student Development works to ensure just and prompt resolution of allegations of misconduct.

In addition to resolving allegations of misconduct, the Office of Student Development reviews, revises and interprets campus policies and procedures. The Office works closely with other College departments to prevent misconduct and create an environment that fosters integrity while promoting an ethic of care and concern.


Technology Resources

The College of Saint Rose offers a variety of computer lab resources for student use. Some of the labs are dedicated as open labs, and several of them are open twenty-four hours a day, seven days a week. There are also several specialized computer labs including Education, Mathematics, Music, Graphic Design, Public Communications, and Physics. Additionally, there are nineteen classroom computer labs and most other classrooms are smart classrooms which feature an instructor’s computer workstation with multimedia capabilities and video projection equipment. Computer labs offer a variety of current software including Microsoft Office Pro, SPSS, Maple, and curriculum-specific programs. Most computer labs on campus have laser printers or multi-function devices for student use. The Neil Hellman Library has numerous computers located throughout the building for student use.

The College has implemented a wireless network that provides access throughout the campus. Students who need to access the wireless network with their own notebook computers, smart phones or other devices have to register their device on the network. Students who need assistance with this should bring their equipment to the Help Desk in Saint Joseph Hall for configuration. The Neil Hellman Library has wireless notebook computers that students can sign out for use in the library.

All computers on campus are connected to the campus network and have full access to the Internet. The College also supports the Canvas learning management system which allows students to have access to course-related materials accessible from any web browser on or off campus. All students are given an account that gives them access to computers, email and the Canvas system. Students must abide by the College’s Acceptable Use Policy and Copyright Policy when using any technology resources.

Computer lab locations, technology policies and additional information related to technology resources can be found at the Information Technology Services website, http://its.strose.edu.

Veteran and Veteran Family Students

The Bursar’s Office manages the financial aspects of Veteran Educational Benefits, while the Registrar’s Office provides the VA with enrollment certifications. Questions about eligibility and tuition/housing coverage should be directed to the Department of Veterans Affairs at: www.gibill.va.gov or call 1-888-442-4551.

Once you receive your eligibility from the VA, please contact the Registrar’s Office Veteran School Certifying Official at 518-458-5464 or registrar@strose.edu in order to initiate the use of your veteran educational benefits at The College of Saint Rose.

Veteran and veteran family students at The College of Saint Rose have ongoing responsibilities to Veterans Affairs (VA), and the School Certifying Official (SCO) at Saint Rose. These groups closely monitor enrollment status and academic progress. It is the responsibility of the student using veteran educational benefits to follow the policies and guidelines outlined by the VA and The College of Saint Rose.

Section 103 - VA Pending Payment Compliance

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

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

However, to qualify for this provision, such students will be required to produce the Certificate of Eligibility by the first day of class.

All students are provided with a Saint Rose account that includes email, productivity tools and online file storage. Students can continue to use their email account after they graduate.
# ACADEMIC PROGRAMS AND OPTIONS

## Registered Programs

The College of Saint Rose is approved by the New York State Education Department to offer the Bachelor of Arts, the Bachelor of Business Administration, the Bachelor of Science, the Master of Science, the Master of Science in Education, Certificates and Advanced Certificates, and programs leading to professional licensure, certification, teacher certification. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

## Baccalaureate Program

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<tr>
<th>Baccalaureate Program</th>
<th>Degree</th>
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<tbody>
<tr>
<td>Accounting (p. 59)</td>
<td>BS</td>
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<tr>
<td>Biochemistry (p. 64)</td>
<td>BS</td>
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<td>Criminal Justice, Behavior &amp; Law (p. 100)</td>
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<td>Cybersecurity (p. 107)</td>
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<tr>
<td>English (p. 116)</td>
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<td>English: Adolescence Education (p. 120)</td>
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<td>Finance (p. 128)</td>
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<td>Forensic Psychology (p. 138)</td>
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<td>History (p. 149)</td>
<td>BA 2205.00</td>
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<tr>
<td>History and Political Science (p. 150)</td>
<td>BA 2207.00</td>
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<tr>
<td>Inclusive Early Childhood Education (Birth-Grade 2)</td>
<td>BS 0823.00</td>
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<tr>
<td>Interdepartmental Studies (p. 157)</td>
<td>BA 4901.00</td>
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<tr>
<td>Management (p. 164)</td>
<td>BBA 0599.00</td>
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<tr>
<td>Marketing (p. 185)</td>
<td>BBA 0509.00</td>
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<tr>
<td>Music-Music Industry (p. 191)</td>
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<tr>
<td>Cyber Forensics (p. 106)</td>
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<td>Information Technology (p. 157)</td>
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<td>Internet Programming (p. 163)</td>
<td>certificate</td>
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<tr>
<td>Translation Spanish-English (p. 243)</td>
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Dual degree programs combine an undergraduate (Bachelor's) degree with a graduate (Master's) degree. These programs provide an opportunity for outstanding first-year students to pursue a challenging course of study that culminates in the completion of two degrees, in most instances in an abbreviated time frame. In selective cases these programs are also available to returning and transfer students.

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

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

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

At the completion of 110 total credits, both undergraduate and graduate, the student makes the transition to graduate student status. This change in status may affect financial aid and billing.
Accelerated Degree Options
The Accelerated Degree Options are developed by faculty by creating purposeful shared combinations of undergraduate and graduate credits and courses. These options combine an undergraduate program with a graduate program and allow a student to share up to 18 credits between the bachelor’s and master’s degree but not to exceed more than half of the total graduate credits required of the master’s degree. Students enrolled in an Accelerated Degree Option are awarded each degree separately after completing the requirements for that degree. The Accelerated Degree Options allow undergraduate students to have early acceptance to master’s programs and allows the student to begin graduate courses while enrolled in their bachelor’s degree program.

For more information about each program, including specific admissions requirements, please click the links below.

- Business Administration BS + Business Administration MBA (p. 72)
- Communication Sciences & Disorders BS + Communication Sciences & Disorders MSED (p. 82)
- Communications BA + Business Administration MBA (p. 94)
- Computer Science BS + Business Administration MBA (p. 98)
- Computer Science BS + Computer Science MS (p. 98)
- Criminal Justice, Behavior & Law BS + Business Administration MBA: (p. 105)
- Cybersecurity BS + Business Administration MBA (p. 108)
- Cybersecurity BS + Computer Science MS (p. 109)
- English BA + Business Administration MBA
- Finance BBA + Business Administration MBA (p. 130)
- Finance BS + Business Administration MBA (p. 132)
- Management BBA + Business Administration MBA (p. 171)
- Marketing BBA + Business Administration MBA (p. 187)
- Music Business BBA + Business Administration MBA
- Political Science BA + Business Administration MBA
- Psychology BA + Business Administration MBA (p. 212)
- Psychology BS + Clinical Mental Health Counseling MSED (p. 220)
- Psychology BS + School Psychology MSED + CAS (p. 224)
- Sales Management BBA + Business Administration MBA (p. 231)

Exploratory Program
In the Exploratory Program, first-year students join with other students who wish to pursue the full spectrum of their personal and intellectual interests. The Exploratory Program exposes students to many areas of study while also emphasizing self-inquiry, writing, critical thinking, and other skills and habits of mind instrumental to academic success.

All Exploratory students are enrolled in EXY 100 – Explorations during their first semester. This course is designed to give them the tools and information they need to make an informed decision about their major. Students are actively encouraged to select a major by the end of their first year. Bachelor’s degrees are not awarded in the Exploratory Program. The Office of Academic Advising, (518) 454-5217, assists students with exploring their options or declaring their majors. A designated Exploratory Program advisor works with all Exploratory Students.

Declaration of a Major
All students at The College of Saint Rose must declare an academic major once they have accumulated 60 credits. Majors can be declared at any time prior to completion of 60 credits, but must be officially recorded by the time the student has accumulated 60 credits. To declare a major, students must complete the Change-of-Major form, which can be obtained from the Office of Academic Advising (Room 337, Saint Joseph Hall, 3rd floor). Please note: if declaring a major in Education or Communication Sciences & Disorders, students must fill out a Change-of-Major form in the Field Placement and Advising Office (Room 144, Lally School of Education).

Double Majors
Students who complete all major requirements for a second major have this fact recorded on their transcripts. Students who pursue a double major are awarded either the B.A. or B.S. degree. Where either degree might be awarded, it is the student’s decision to select the degree most suited to his/her purpose.

Academic Minors
The College offers the option of academic minors in a variety of disciplines. Academic minors provide students with a prescribed group of courses that can add a special dimension to the major. A minor may also allow students an opportunity to pursue a personal interest or passion unrelated to the major. A minor can encourage a student to organize electives into a significant collection of coursework that can provide academic or pre-professional support for graduate work or employment.

- A minor consists of a minimum of 18 credits.
- Students may elect minors outside of the discipline in which they are majoring.
- Students may elect up to two (2) minors.
- Minors are declared by filling out a form in the Office of Academic Advisement.
- Students follow the minor requirements in the catalog under which they enter (students must follow the same catalog for both major and minor requirements).
- Students self-advised for the minor using the catalog DegreeWorks and/or with assistance from the Office of Academic Advisement.
- Requirements for the declared minor must be completed by the time of graduation (students may not finish a minor after graduation).
- For successful completion of the minor, students must have a minimum GPA of 2.0 in the minor.
- A maximum of two courses (6-8 credits) for the minor may be equivalent transferred courses or taken pass/fail up to the discretion of the department. Transfer courses and courses taken pass/fail carry no quality points.
Minors will be recorded on the student’s academic transcript.

All matters related to a minor fall within the purview of the academic department(s) within which the minor resides.

Students may use courses from the major (or liberal education) to fulfill minor requirements up to the discretion of the department(s).

3+3 Program in Law

The College offers a special program, in conjunction with Albany Law School, Pace University Law School, and Western New England University Law School which facilitates the completion of both an undergraduate degree and the J.D. degree within a six-year period. Undergraduate transfer credit policy will be followed for the purpose of accepting credit from these institutions in completing the undergraduate degree. Students must submit an official transcript from their Law School to The College of Saint Rose after their first year. This program is open to selected students earning an undergraduate degree in the following majors: Communications; Criminal Justice, Behavior and Law; English; History; History & Political Science; Interdepartmental Studies; Political Science; Psychology. Students interested in pursuing this program should contact the Office of Undergraduate Admissions.

Pre-Law

The training of lawyers is the function of the nation’s law schools, and inasmuch as those schools do not recommend any particular major as the single “best” preparation for law school, the College does not offer an established “pre-law” major. However, a designated member of the faculty assists students interested in a law career by suggesting those courses best suited to the development of the basic skills and insight needed for law school in conjunction with advice from the student’s major advisor. Such courses prepare students for the academic challenges of a legal education and for the needs and responsibilities facing practicing attorneys.

Contact Person:

Dr. Alfred D. Chapleau M.A., J.D.
Associate Professor of Criminal Justice, Behavior & Law
The College of Saint Rose
432 Western Avenue
Albany, NY 12203
(518) 454-2863
achaplea@strose.edu

Pre-Medical/Pre-Dentistry/Pre-Veterinary Medicine/Pre-Health-related Profession

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

Composition of the Committee

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

Course Work

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

- Two Biology courses
- Biochemistry
- Two English courses
- MAT 190 Calculus (MAT 191 recommended)
- MAT 195 Statistics
- PHY 190 and PHY 191 Fundamentals of Physics 1 and 2
- Four Chemistry courses (including one in General Chemistry and one in Organic Chemistry)
- PSY 110 Foundations of Psychology I
- SOC 111 Intro to Sociology

Clinical Programs

Clinical Programs in Occupational Therapy and Physical Therapy

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

Clinical Program in Applied Nutrition

The College of Saint Rose and The Sage Colleges have developed a collaborative agreement to provide qualified Saint Rose students who wish to pursue a M.S. degree in Applied Nutrition from Sage Graduate School early acceptance contingent upon the successful completion of prerequisite courses in the program as well as evaluation by the clinical affiliates and The College of Saint Rose.

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

Contact Person: Brian Jensen, Ph.D.

OT, PT, and Nutrition Programs

The College of Saint Rose
432 Western Avenue
Albany, NY 12203
(518) 454-5274
jensenb@strose.edu
Students pursuing this track should contact the Pre-Health professional advisor for guidance and support.

Coursework required for application to PA programs include:
- 2 Semesters General Chemistry (CHE 190/CHE 191)
- 2 Semesters Organic Chemistry (CHE 201/CHE 202)
- 2 Semesters Intro to Biology (BIO 190/BIO 191)
- 2 Semesters Anatomy and Physiology (BIO 199/BIO 200)
- Introduction to Psychology (PSY 110)
- English Composition (ENG 105)

Additional coursework required by specific programs could include:
- Microbiology (BIO 350)
- Biochemistry (BIO 307)
- Genetics (BIO 258)
- Statistics (MAT 184)

Most PA programs require applications to have 500-1000 hours of patient contact experience prior to matriculation in their program. The exact number of hours required varies by school. Patient contact hours can be obtained through numerous different routes including but not limited to:
- Medical assistant
- Emergency medical technician (EMT)
- Paramedic
- Medic or medical corpsman
- Lab assistant/phlebotomist

By the end of the sophomore year it is strongly suggested that students identify PA programs they would like to apply to and look up their specific course and contact hour requirements.

Programs commonly attended by Saint Rose graduates include Albany Medical College, Marist, Clarkson, Lemoth, and SUNY Stonybrook.

**ROTC Program**

The Reserve Officers' Training Corps (ROTC) is designed to recruit, educate, and commission officer candidates as the military’s future leaders through college campus programs around the country.

The College of Saint Rose offers Army ROTC Leadership courses on campus. At the present time, physical training sessions, held three times a week, are located at nearby campuses. All students are able to participate in the Army ROTC Leadership Basic Course (RTC 100, RTC 110, RTC 200, RTC 210) held on campus, regardless of whether they join ROTC.

The College of Saint Rose is also home to Air Force ROTC cadets who attend classes at nearby host institutions through a crosstown agreement.

The ROTC program may be pursued in conjunction with any academic major offered at The College of Saint Rose. Completion of the Advanced Course qualifies graduates to receive an officer’s commission concurrent with the baccalaureate degree and does not necessarily interfere with subsequent graduate or professional studies.

**ROTC Coursework**
The purpose of the courses offered by the Military Leadership Department are to train quality college students to become the future leaders of the United States Army and the civilian community. The course of study is divided into two parts—the first two years (Basic Course) and the last two years (Advanced Course). Students incur no military obligation while enrolled in the Basic Course and may withdraw from the course at their option. Selection for the Advanced Course is competitive. Students selected for the Advanced Course participate on a contractual basis. Emphasis of the Advanced Course is on applied, individual leadership development, and exposure of the student to military management systems and techniques.

A student may satisfy requirements for application to the Advanced Course in pursuit of a commission in one of three ways:

1. Completion of the first two years (Basic Course) allows a student to earn four academic credits towards graduation while qualifying for the Advanced Course. The student is expected to attend one hour of classroom instruction during the Basic Course.

2. Students may also qualify for entrance into the Advanced Course by selection to the four-week Leadership Training Course (LTC) held the summer between their sophomore and junior year at Fort Knox, KY. Qualified students may compete for two-year scholarships while attending the summer Leadership Training Course. Students may elect to enter the Advanced Course upon successful completion of LTC. All expenses to attend the course are fully funded by the military. Attendance at the summer Basic Camp does not obligate the student to enroll in ROTC unless they are awarded and accept a scholarship.

3. Students with Junior ROTC, Senior ROTC, service academy experience, or prior military service may also qualify to enter the Advanced Course.

All students accepted into the Advanced Course must attend the Leadership Development and Assessment Course (LDAC) during the summer after their junior year. The purpose of LDAC is to evaluate the leadership potential of officer candidates who wish to pursue a commission in the United States Army. This four week course builds upon the skills and methods taught in the junior year.

During the senior year, the student has the option of applying for one of two types of commissions. The first type, a Reserve Forces Duty commission as a citizen Soldier with the Reserve Forces, is for graduates wishing to serve in the US Army Reserve or US Army National Guard, while pursuing a civilian occupation. The second option enables graduates to go on active duty, as a Second Lieutenant in their assigned military specialty. Laboratories offered focus on the application of leadership methods and techniques that are taught in the classroom. Some are scheduled on weekdays and some on weekends, and they are typically conducted at off-site locations.

Laboratories also stress adventure and outdoor activity as a means to build personal confidence. This is an optional activity for students who are not pursuing a commission. Labs are mandatory for students in the Advanced Course and for those who are receiving scholarship benefits.

Exciting internships are offered to enrolled sophomores and juniors who qualify. These internships offer students the ability to become certified in skills taught by U.S. Army Schools. Some of these skills are parachutist certification, rappelling certification and outdoor survival certification. Other internships include foreign language programs in other countries and the opportunity to serve in multiple career fields found in the United States Army as junior leaders. There are a variety of programs that also compensate students for demonstrated academic proficiency in certain languages.

ROTC Scholarships

ROTC scholarships are awarded based on a student’s merit and grades. Students who want to compete for Army ROTC or Air Force ROTC scholarships must: be a full-time college student (at least 12 credits), have a GPA of at least 2.50, have a high school diploma or equivalent, and pass the physical fitness test. For more information about our ROTC program, please contact:

The College of Saint Rose Veteran Center
518-458-5364
veterans@strose.edu
Jonathan Ryal, Army ROTC Recruiter, Mohawk Battalion
ryalj@strose.edu

Study Abroad Experiences

Students who are interested in studying abroad can choose from a variety of experiences: Faculty Led Programs, Semester/Year Long Study, and Summer Sessions. Please refer to the Center for International Programs website for a list of all study abroad opportunities offered in upcoming semesters.

Semester abroad (fall or spring)

Semester abroad programs run an entire semester (3-4 months) and are offered through direct affiliates – overseas institutions and third party providers. Students take a minimum of 12 credit hours when on a semester program, and they also have the option of (1) adding a service learning component to their study abroad or (2) enrolling in a for-credit internship. Follow the program links to view all offerings.

Summer abroad (4-8 weeks)

Summer abroad programs are for students who want a shorter term experience and fewer credit hours abroad. Students on summer programs typically take 3-9 hours of credit. These students may also add a service learning component to their study abroad. Summer programs are offered through direct affiliates – see the links to view all offerings.

Short-term Faculty-Led Program (7-14 days)

A Faculty-Led Program (FLP) is a study abroad experience that is offered in conjunction with an academic class that is taught either fall or spring semester at The College of Saint Rose. The class meets on campus like any regular class, but it also has an additional 1-2 week travel component that typically occurs during a semester break. Students travel with the faculty member and other class members, so there is a high amount of small group interaction. Cost wise, students pay their regular semester costs, and for the class that has an FLP attached, they pay an additional travel cost, which ranges from $1,500 – $3,000.
ACSSJ Exchange Program
The Association of Colleges of Sisters of Saint Joseph (ACSSJ) Student Exchange Program offers students the opportunity to enrich their educational experience by studying for a semester or a year at a member campus: Avila University, Kansas City, MO; Chestnut Hill College, Philadelphia, PA; Elms College, Chicopee, MA; Fontbonne University, St. Louis, MO; Mount Saint Mary’s College, Los Angeles, CA; Regis College, Weston, MA; St. Catherine University, St. Paul, MN and St. Joseph’s College, New York, NY. Full-time students who have completed at least 24 credit hours and maintain a minimum 2.5 grade point average are eligible to participate. The exchange may be for one or two semesters. The two semesters may be on one campus or a semester each on two different campuses. Students must apply by April 10 for the fall semester, and November 10 for the spring semester. For more information visit www.acssj.org.

Experienced Adult Program (EAP)
The College of Saint Rose recognizes college-level learning gained outside the traditional classroom through its Experienced Adult Program (EAP), which enables students to earn credit by documenting their learning through a portfolio process. Credit is granted for knowledge acquired through experience, not for the experience itself. A successful portfolio may include documentation of work experience, volunteer activities, seminars, military service, independent inquiry, other learning activities, or a combination of the above.

The portfolio process begins after a student has been admitted to the College. It should be submitted early in the program, so that the student’s degree plan can stay on track and can accommodate any revisions brought on by portfolio review. A fee is due at the time of portfolio submission. The cost is $300 for having up to 12 credits assessed; $425 for more than 12 credits. The fee is for the assessment process; not for credits. Contact the Registrar’s Office for more information at 518-458-5464 or registrar@strose.edu.

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

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

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

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

Students in the College Experience Program have a required course of study and electives. They live in supported apartments close to the College campus. While the students receive residential habilitation support from Living Resources, College Experience Program students are exposed to all that the College campus has to offer. Students in the program have access to the amenities offered to all students at The College of Saint Rose. All students in the program must be recommended to the College by Living Resources (www.livingresources.org).

ACADEMIC POLICIES AND PROCEDURES

Requirements for a Bachelor’s Degree
The responsibility for meeting all degree requirements rests with the student. Academic advisement given by General Advisors and Faculty Advisors is intended to assist students in meeting this responsibility.

1. Completion of a minimum of 120 credit hours with a minimum cumulative index of 2.0 and a minimum index of 2.0 in the major. The minimum number of credit hours, the minimum cumulative index, and the minimum major index may differ in some programs.

2. Thirty (30) of the 120 credit hours required for the bachelor’s degree must be completed in residence.

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

4. Fulfillment of The Saint Rose Core requirements.

5. Diversity Requirement: Each student must successfully complete at least one three-credit from The Saint Rose Core, their major or an elective course designated to satisfy the diversity course requirement.

6. Writing Intensive Requirement: Each student must successfully complete at least two writing-intensive courses. The first shall be a Saint Rose Core-designated course that is also designated as writing-intensive. The second shall be a course designated as writing-intensive in the student's major. If there are limited options within the major, students can opt to fulfill the second writing-intensive course in any area of their choosing. At least one of the two courses must be completed at The College of Saint Rose.
Liberal Education Goal Statement

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

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

Approved by the Faculty, January 31, 2008

The Core Requirements

The bachelor’s degree at The College of Saint Rose builds on a balanced foundation of study in the arts and sciences that creates a context for advanced study in each major. The Core courses reflect learning outcomes related to the mission and institutional goals of the College. These outcomes are expressed in the form of learning objectives, which are collectively articulated in The College of Saint Rose Liberal Education Goal Statement. To ensure that these learning objectives effectively promote student learning, The Core curriculum is assessed regularly by the faculty.

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

Courses which fulfill designated areas of The Core requirements are identified under the course descriptions found in that section of the catalog.

Students majoring in Huether School of Business majors, Childhood Education/Special Education (Grades 1-6), Communication Sciences and Disorders, and Early Childhood and Childhood (Birth-Grade 6) should consult the sections below for specific requirements in related to The Core.

The Core Learning Objectives and College-wide Requirements (33 credits)

Expository Writing, Speaking, and Research Techniques (4):

The College of Saint Rose graduate demonstrates competency in writing and speaking, in critical reading, and in using information and research resources effectively.

ENG 105 Expository Writing, Speaking, and Research Techniques (C1) 4 credits

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

Literary Studies (4):

The College of Saint Rose graduate demonstrates knowledge of a body of literature and proficiency in writing through critical analysis of literary, filmic and other texts (including informed discussion), culminating in a process-based substantive formal writing project.

Literature (C2) 4 credits

Study of World Languages & Culture (3):

The College of Saint Rose graduate demonstrates a basic understanding of a language other than English and cultural knowledge of people who use that language.

A Language other than English, American Sign Language (C3) 3 credits

Philosophical & Religious Tradition (3):

The College of Saint Rose graduate demonstrates the ability to think critically about philosophical or religious traditions, especially their ethical dimensions.

Philosophy or Religious Studies (C4) 3 credits

Scientific Knowledge and Inquiry (4):

The College of Saint Rose graduate demonstrates effective use of scientific methodology and knowledge of the results it produces.

Laboratory Science (Biology, Chemistry, Physics or Earth Science) (C5) 4 credits

Mathematical Reasoning (3):

The College of Saint Rose graduate demonstrates conceptual understandings and mathematical skills applicable to problem solving in traditional or contemporary settings.

Mathematics (C6) 3 credits

Computational Logic and Reasoning (3):

The College of Saint Rose graduate demonstrates competency in critical thinking by designing and developing algorithmic solutions that apply computer resources to solve problems in an efficient manner.
Computer Science (C7) 3 credits

Social Scientific Knowledge and Inquiry (6-8):
The College of Saint Rose graduate demonstrates scientific understanding or other evidence-based knowledge of human behavior at the following levels: the individual; the groups within a society; the world’s cultures and societies as whole entities.

Communications, Economics, Political Science, Psychology, and Sociology (C8) 6-8 credits (Courses must be from two separate disciplines.)

Historical Knowledge, Analysis and Perspective (3-4):
The College of Saint Rose graduate demonstrates historical knowledge and the ability to analyze historical, cultural, and political influences which contribute to local and global change.

History (C9) 3-4 credits

Seamless Transfer
Transfer students who complete the SUNY General Education Requirement (SUNY-GER) will have The College of Saint Rose 33 credit Core Requirements considered met upon receipt and review of an official transcript, including the General Education Transcript Addendum (GETA). Students in majors that require additional coursework beyond the college-wide Core requirements will still need to complete these courses.

Additional Core Requirements for Communication Sciences and Disorders Majors
Students in Communication Sciences and Disorders must fulfill the 33 credit Core requirements in the following manner and take the additional course in order to meet program certification requirements (3 additional credits):

- Three additional credits in a Language other than English or in American Sign Language: Take three credits to fulfill the “Study of World Language & Cultures” requirement, and three additional credits from this area.

Additional Core Requirements for Education Majors (IEC, B-6, SEED)
Inclusive Early Childhood Education, Early Childhood and Childhood Education B-6 and Special Education/Childhood Education (SEED) majors must fulfill the 33 credit Core requirements in the following manner and take the additional courses in order to meet program requirements (7 additional credits):

- Three additional credits in Mathematics: As of Fall 2022, take MAT 180 (3 credits) to fulfill the “Mathematical Reasoning” requirement, and, in addition, take MAT 181 (3 credits). Previously, students were to take MAT 100 (3 credits) to fulfill the “Mathematical Reasoning” requirement, and, in addition, take MAT 105 (3 credits).

- Four additional credits in Natural Science: Take SCI 100 (4 credits) to fulfill the “Scientific Knowledge and Inquiry” requirement, and, in addition, take SCI 200 (4 credits). Students may get advisor approval to take alternative science courses from two different disciplines.

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

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

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

The typical course load for a full-time student is 15-16 credit hours per semester. Tuition overloads begin at 19 credit hours, and additional charges are calculated on a per-credit hour basis. Permission to take more than 18 credit hours during a semester must be requested of the Dean of your school. Students with a grade point average below 3.0 will be discouraged from taking more than 18 credits during a semester.

- Students may take a maximum of 12 credit hours total during the entire summer at The College of Saint Rose.

Undergraduate and Graduate Study
Undergraduate students who are senior status and have an overall GPA of 3.0 or above are eligible to take graduate courses. If eligible, students may register for a maximum of 12 graduate credits. The graduate credits may be applied to the undergraduate degree. To secure permission, students should complete the “Permission for an Undergraduate Student to take Graduate Courses” form, available from the Registrar's Office. It requires permission of the student's academic advisor, the graduate coordinator/department chair for the graduate courses the student wishes to take, and a financial aid counselor (if student receives financial aid).

Time on Task
Time on task is the total learning time spent by a student in a college course, including both instructional time and time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects.) All courses taken for credit at The College of Saint Rose conform to the New York State Education Department (NYSED) and Federal Regulations concerning the assignment of credit hours. Regardless of the delivery method or the particular learning activities employed, the amount of learning time in any college course should meet the guideline of the Carnegie unit, a total of 45 hours for one semester credit. The College of Saint Rose operates on a fifteen week semester in the fall and spring. Courses not meeting for fifteen weeks are adjusted accordingly to meet the same standards.
*In lecture/discussion courses requiring outside preparation, 1 hour of credit represents 50 minutes contact time each week in class and 2 hours of work outside of class. Therefore, a 3-credit lecture course requires 2.5 hours in class per week and approximately 6 hours outside of class for fifteen weeks.

In online courses, 1 hour of credit requires approximately 3 hours of work per week for all learning tasks (i.e., reading, viewing, making, researching, writing, responding to discussion threads, collaborating, etc.). Therefore, a 3-credit online course requires approximately 9 hours per week for fifteen weeks to complete the necessary activities.

In art studio courses, 1 hour of credit requires a minimum of 1.5 hours contact hours each week in class and approximately 1.5 hours of work outside of class. Therefore, a 3-credit studio course represents a minimum of 4.5 contact hours in class and approximately 4.5 hours of work outside of class per week for fifteen weeks.

Secure Site: Student Self-Service
Students can access information about their courses, grades, academic progress (Degree Works), and financial aid through the Secure Site. On the Saint Rose homepage, click “Gateways” and then “Login.” Select “Secure Site.” Click “Login to Secure Area.”

The College of Saint Rose Web Administrative Information Services are available from 6:00 AM to 1:00 AM, seven days a week. Access to these services is intended for authorized students who wish to view personal information as well as perform administrative functions related to course registration, grading, transcripts, financial aid, and account status. Students may only access personal information with a user identification number and a PIN. An alternate PIN, obtained from the faculty advisor each semester, is necessary for registration online. The alternate PIN for registration is time-sensitive and semester-specific. Security of this service is of utmost concern to the College. Students should not share their identification numbers and PINs with others for security reasons.

Change of Address
Students must indicate a change of address each time their address changes. This can be done online through the Secure Site, or in-person at the Registrar’s Office.

Change of Name
Students must submit legal documentation of their name change to the Registrar’s Office. Acceptable documents including but, not limited to; government-issued ID card, marriage license, divorce decree.

Preferred First Name: Students may indicate their preferred first name by emailing the Registrar’s Office from their St. Rose email account. They should include their legal name, ID and their preferred first name.

Registration
In preparation for the upcoming semester, one day each semester is set aside for students to meet with their faculty academic advisors to discuss academic progress, make recommendations for registration for the next semester, and receive their alternate PIN enabling them to register. Registration for the upcoming semester is held in November for spring and winter courses and in April for summer and fall courses. Please refer to the Academic Calendar for the specific dates each semester. We use a lottery system for registration priority. A computerized, random selection, based on the total number of credits, including anticipated credits accumulated by the end of the current semester, determines registration priority. Registration information is sent out each semester to your Saint Rose email account. Matriculated students who are not enrolled for the current semester must contact the Registrar’s Office at (518) 458-5464 or registrar@strose.edu to obtain their registration email for the returning semester.

Students may register via the Secure Site or in the Registrar’s Office on or after their designated time. Students may register and add/drop courses online through the first week of each semester. Registration closes at the end of business on the last day of add/drop.

For their first semester, registration of new students, both First-Year and transfer, is coordinated through the Office of Academic Advising. All students must approve of their enrollment in courses.

Adding or Dropping a Course
Students may only add or drop a course prior to the published dates in the Academic Calendar. Courses dropped during this period will not show on the student’s record.

Independent Study
Independent study is available to matriculated students. An independent study may take the form of research, tutorials, directed readings, or special projects under the direction of full-time faculty members with whom students consult periodically during the semester. Each independent study must have a faculty advisor and requires a formal application to be on file in the Registrar’s office at the time of registration or by the deadline posted on the academic calendar (approximately two weeks from the first day of classes).

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

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

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

Withdrawal Appeal Due to Extenuating Circumstances

Students at The College of Saint Rose ("the College") periodically face unusual or extenuating circumstances that prevent them from completing a course or term or otherwise complying with institutional withdrawal deadlines. Tuition insurance is recommended prior to enrollment to cover students for medical withdrawal reasons.

If a student is interested in appealing a withdrawal date that would result in a retroactive change to a student’s registration status, a committee will meet to review that appeal. The committee consists of staff members from the departments of Registrar, Bursar, Financial Aid and Finance. All appeals must be submitted within 90 days of the end of the semester for which the student is appealing and must include supporting documentation demonstrating extenuating circumstances that support the student’s appeal. Appeals older than 90 days or those submitted without supporting documentation will not be reviewed. If the appeal is approved, changes will be made retroactive to the last date of attendance or applicable date as demonstrated by the provided documentation as deemed appropriate. The student’s academic record will reflect “W” grades for all courses in the term under review. Tuition charges will be adjusted according to the College’s posted refund schedule on the website in accordance of the final date of withdrawal. If the event is related to a medical condition, then it is the student’s responsibility to make an informed decision, which may require consultation with a physician prior to enrolling in future coursework.

Appeals and supporting documentation shall be sent to the Registrar’s Office. Supporting documentation includes but is not limited to:

- Medical – A dated and signed letter, on letterhead, from the physician explaining the student’s illness with recommendation for withdrawal; medical bills; and/or other medical documentation.
- Death of immediate family member – A death certificate or obituary from the newspaper must be provided. Pamphlets from the funeral will not be accepted.
- Other – Additional circumstances will be considered based upon documentation that is submitted.

Note: The Committee cannot change regulations regarding the amount of federal aid that must be returned when a student does not fulfill program requirements. Students are encouraged to read information about withdrawing from classes on the College’s website and call or visit the Financial Aid Office to determine specific implications for anticipated registrations changes. In many cases, if a student withdraws from classes, the student’s federal, state, and/or institutional awards may be adjusted and all unpaid tuition resulting from the cancellation will become due immediately.

The Registrar’s Office may be contacted as follows:

The College of Saint Rose  
Office of the Registrar  
432 Western Avenue  
Albany, NY 12203  
Email: registrar@strose.edu  
Fax: 518-454-2012  
Phone: 518-454-5211

Resumption of Study

Students in Good Academic/Conduct Standing:

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

Students Not in Good Academic Standing:

There are two ways that students are not in good academic standing:

A) Students whose GPA falls below 2.0

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

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

B) Students dismissed by the Provost for violation of the standards of academic integrity.

Students who have been dismissed by the Provost for violation of the standards of academic integrity must petition the Provost for...
resumption of study. The Provost will contact the Registrar’s Office for a review of the academic integrity records.

**Students Not in Good Conduct Standing:**

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

1. Complete the Resumption of Undergraduate Study form.
2. Provide documentation, as outlined in the letter of sanction, which certifies that they are able to rejoin the campus community as a contributing member.
3. Make an appointment with the Assistant Vice President for Student Affairs (518-454-5170) to request re-admittance to the College. The Assistant Vice President reserves the right to determine the student’s readiness to resume life within the College community.
4. Meet with the Director of Academic Advising, once resumption of study is approved by the Assistant VP, to be officially resumed and to be assigned an advisor.

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

**Servicemembers:**

Students who perform uniformed services in the Armed Forces for a period of more than 30 consecutive days under a call or order to active duty are eligible for withdrawal status and to be readmitted to the College with the same academic status at the point of the departure.

• Students are required to give official notice to the Veteran Certification Official in the Registrar’s Office.
• The cumulative length of absences from the institution by reason of service cannot exceed five years.
• Notice of intent to return must be provided not later than three years after the completion of the period of service.
• Students need to give notice of their return using the College Resumption of Study form and process, by the applicable time limit.

For further details and FAQ of this Higher Education policy please visit the U.S. Department of Education website: https://www2.ed.gov/policy/highered/guid/readmission.html#5. You can also contact the certifying official in the Registrar’s Office or the Veteran’s Office on campus: https://www.strose.edu/admissions/first-year-students/veterans/.

**Cross-Registration**

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

Applications and further information are available in the Registrar’s office.

**Credit at Another College**

A student who is matriculated at The College of Saint Rose and who wishes to take courses at another accredited college or university may do so within the limits of the College’s residency requirement; that is, 32 credit hours must be completed at Saint Rose and a maximum of 70 credit hours transferred from a two-year college and up to 90 credit hours transferred from a four-year college will be accepted.

Prior to registering for courses at another college, a student must obtain the written approval of his/her advisor and the Dean of his/her school in order to ensure that the credits earned will be applicable toward the degree at Saint Rose. Students are advised not to take course requirements for their major at another college. Once students have reached junior status, they may be discouraged from taking courses at a junior or community college. Prior approval is essential in order to assure transfer of credit. Transfer Course Approval forms for taking courses at other colleges are available in the Registrar’s Office. The College allows transfer credit for courses taken at other colleges and completed with grades of C- or above. However, quality points are not recorded for these courses and do not enter into the tabulation of the grade point average.

It is the student’s responsibility to ensure that the Registrar receives an official transcript in order to process and record the transfer of credit for courses taken at other colleges.

**Credit by Examination**

Please see our Credit by Examination policy here.

**Credit for Military Training**

In the case of military and veteran students, The College of Saint Rose will accept up to 15 credits of ACE evaluated military training as transfer credit. Military training must be applicable to the degree program and documented by a formal Joint Services Transcript to obtain credit.

**Grading System**

The cumulative GPA is determined on the basis of all work taken at the College for which credit and quality points are received. Quality points are assigned on the following basis:

| Subject Matter | Insight & Understanding | Expression |
A  4.0  Superior
   Superiority marked by high level of independence and careful discipline
   An unusual command of inter-relationships within the subject and high level of originality in approaching problems
   Fluency in oral and written expression

A-  3.7

B+  3.3

B  3.0  Good
   Mastery of subject matter and a manifestation of the ability to work independently
   An understanding of the fundamentals and their inter-relationships; also some originality and insight in approaching problems
   Fluency in oral and written expression

B-  2.7

C+  2.3

C  2.0  Acceptable knowledge of course content and a satisfactory completion of course requirements
   Basic understanding of fundamental principles and a reasonable ability to apply them
   Clarity and correctness in oral and written expression

C-  1.7

D+  1.3

D  1.0  Minimal knowledge of subject matter
   Limited understanding of fundamental principles and limited ability to apply them
   Some deficiency in oral and written expression

D-  0.7  Passing

F  0.0  Failure

EX  0.0  Experiential Credit

W  0.0  Withdrawal from course without academic penalty

X  0.0  Audit

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

R  0.0  Repeated Courses

Only highest grade is calculated in the grade point average.

TR  0.0  Transfer Course

I  0.0  Incomplete

The designation I becomes F if the grade is not received within one month of the start of the next semester. Students who seek eligibility for financial aid and/or Dean's List should consult the sections in this catalog regarding the effect of incomplete grades on financial aid and Dean's List. Incomplete grades are assigned only if the student requests such a grade and at the discretion of the instructor. Specific arrangements should be made between the instructor and student for the completion of all outstanding requirements. Incomplete grades carry a fee.

P  0.0  Passing in a Pass/Fail course

Credit is earned but quality points are not calculated in the grade point average for "pass"; "fail" grades are calculated in the grade point average.
Pass/Fail Grading
Full-time students may elect to take one course each semester, including courses which fulfill Liberal Education requirements (except ENG 105), on a pass/fail basis. This may be in addition to courses in physical education, which students may wish to take on a pass/fail basis, or any course with mandatory pass/fail grading. The intention to take any course on this basis must be stated at the time of registration or by the deadline posted on the academic calendar. The decision to take a course on a pass/fail basis is final, and cannot be subsequently reversed. Quality points for passing grades are not calculated in the grade point average for pass/fail courses, but failure grades are calculated in the grade point average. Students who wish eligibility for Dean’s List should consult the catalog section regarding the possible effects of pass/fail grading on Dean’s List eligibility. No required course in the major or concentration may be taken for pass/fail grading, unless the course has mandatory pass/fail grading.

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

Course Repeat Policy
For academic purposes students are allowed to repeat prior coursework to improve grades in those courses. If a student repeats a course the College will count the highest grade into the students cumulative GPA and remove the previous grade from the calculation. The previous grade and course will remain on the academic record with an "R" grade. Topics courses which are repeated but be the same topic in order to have a previous grade changed to an "R" grade.

Individual academic programs at the College can have more specific and stringent requirements with regards to allowing students to repeat courses. Students need to review their academic programs for these requirements on repeat coursework and are encouraged to meet with their advisors to discuss their academic options. If a student is attempting to repeat a course multiple times there can be financial aid implications and you need to meet with the Office of Financial Aid for guidance.

For financial aid purposes, you may count towards enrollment status and Title IV funds can be awarded to a student who is repeating, for the first time only (i.e., one repetition per class), a previously passed course. For this purpose, passed means any grade higher than an “F,” regardless of any school or program policy requiring a higher qualitative grade or measure to have been considered to have passed the course. This retaken class may be counted towards a student’s enrollment status and the student may be awarded Title IV aid for the enrollment status based on inclusion of the class.

A student may be repeatedly paid for repeatedly failing the same course (normal SAP policy still applies to such cases). If a student withdraws before completing the course that they are being paid Title IV funds for retaking, then that is not counted as their one allowed retake for that course. However, if a student passed a class once and then is paid for retaking it and fails the second time, that failure counts as their paid retake and the student may not be paid for retaking the class a third time.

Academic Standing
At the end of each academic semester, each student’s progress toward fulfilling degree requirements is reviewed. A student with a cumulative GPA of 2.0 or better is in good academic standing. For students with a GPA lower than a 2.0, a determination on academic standing is made according to the criteria listed below.

- When a student’s first semester at The College of Saint Rose results in a GPA below a 2.0, the student will receive notice from their Dean regarding their unsatisfactory academic progress. Students whose cumulative GPA falls between 1.5 and 1.9 are placed on Academic Warning. Students whose cumulative GPA falls below 1.5 are placed on Academic Probation.

After a student has attempted a second semester, or more, at The College of Saint Rose the following criteria apply:

1. A student whose cumulative GPA has remained below 2.0 for three consecutive semesters will be dismissed.
2. Students who have attempted less than 30 credit hours, including transfer credit: If cumulative GPA falls between 1.0 and 2.0, student is placed on Academic Probation. If cumulative GPA falls below 1.0, student is academically dismissed.
3. After attempting 30 credit hours, including transfer credit: Students whose cumulative GPA falls between 1.5 and 1.9 are placed on academic probation. Students whose cumulative GPA falls below 1.5 are academically dismissed.
4. After attempting 45 credit hours, including transfer credits: Students whose cumulative GPA falls between 1.6 and 1.9 are placed on academic probation. Students whose cumulative GPA falls below 1.6 are academically dismissed.
5. After attempting 60 credit hours, including transfer credits: Students whose cumulative GPA falls between 1.7 and 1.9 are placed on academic probation. Students whose cumulative GPA falls below 1.7 are academically dismissed.
6. After attempting 75 credit hours, including transfer credits: Students whose cumulative GPA falls between 1.8 and 1.9 are placed on academic probation. Students whose cumulative GPA falls below 1.8 are academically dismissed.
7. After attempting 90 credit hours, including transfer credits: Students whose cumulative GPA falls between 1.9 and 1.9 are placed on academic probation. Students whose cumulative GPA falls below 1.9 are academically dismissed.
8. After attempting 105 credit hours, including transfer credits: Students whose cumulative GPA falls below 2.0 are academically dismissed.

Attempted credit hours include courses in which students have received the grade of F. Course withdrawals (courses with W for grade) are included in attempted credits for academic standing.

Academic dismissal is binding for a period of at least one year, after which time the student may apply for resumption of study. Some evidence indicating likelihood of success must be presented. The
College reserves the right not to readmit students who have been dismissed for academic reasons. Students can appeal their dismissal only if attempting to return in the very next Fall or Spring semester.

**Academic Grievance Procedure**

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

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

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

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

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

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

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

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

**Dean's List and President's List**

**Dean's List qualifications:** The Dean’s List recognizes undergraduate students who complete a minimum of 12 graded credit hours and who achieve a semester average of at least 3.5 without a D, F, or Incomplete grade.

**President's List qualifications:** The President’s List, which was added in the 2022-2023 academic year at the request of students and their families, recognizes full-time undergraduate students (including those who take graduate courses as part of their coursework) who complete a minimum of 12 graded credit hours and who achieve a semester average of 3.9 to 4.0 without a D, F, or Incomplete grade.

**Honor Societies**

**Alpha Kappa Delta**

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

**Alpha Phi Sigma**

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

**Delta Delta Epsilon**
Delta Delta Epsilon is the International Honor Society in Forensic Science. It is dedicated to stimulating academic achievement, promoting community understanding, and advancing the fields of forensic science wherever possible. Membership is limited at this time to students within the discipline of forensic science who meet high academic criteria and are dedicated to the mission of Delta Delta Epsilon.

Delta Epsilon Iota
Delta Epsilon Iota is an academic honor society with a focus on Career Services. Students are eligible to join once they have completed 30 semester hours. Undergraduate students must be enrolled fulltime and must maintain a minimum 3.5 overall GPA on a 4.0 scale.

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

Delta Mu Delta
Delta Mu Delta is the Honor Society for ACBSP Accredited Business Schools. Undergraduates majoring in accounting or business administration who (1) are Juniors and have completed at least half the Saint Rose business credits required for the degree; and (2) have a cumulative grade point average of above a “B” or better; and (3) are in the top 20 percent of their class; and (4) are in good standing, are eligible to join by invitation. Induction ceremonies are usually held toward the end of Fall and Spring semesters.

Kappa Delta Pi
Kappa Delta Pi (KDP), International Honor Society in Education, is a membership organization founded in 1911 to foster excellence in education and promote fellowship among those dedicated to teaching. KDP membership is a lifelong connection to an international network of exceptional educators working in various levels of education, including some of today’s top thinkers and practitioners in education, all dedicated to providing quality education for all. Undergraduate and graduate students are invited to apply after demonstrating high achievement in required education coursework.

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

Phi Alpha Delta
Phi Alpha Delta is the International Fraternity and Honor Society in Law. It is a professional law fraternity advancing integrity, compassion and courage through service to the student, the school, the profession and the community.

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

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

Pi Sigma Alpha
Pi Sigma Alpha, the National Political Science Honor Society, is the only honor society for college and university students of political science in the United States. Its purpose is to recognize and promote high academic achievement in the field of political science.

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

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

Sigma Xi
Sigma Xi, The Scientific Research Honor Society is the international honor society of science and engineering. One of the oldest and largest scientific organizations in the world, Sigma Xi has a distinguished history of service to science and society for more than one hundred and twenty-five years. Scientists and engineers, whose research spans the disciplines of science and technology, comprise the membership of the Society. Students who meet eligibility requirements are invited to join this national science research honor society.

Tau Sigma
Tau Sigma is the National Honor Society for transfer students. Tau Sigma recognizes the academic achievement of students transferring to four-year institutions and encourages and promotes students’ involvement in their new college environment. To be eligible, students must earn a 3.5 GPA or higher after their first semester at Saint Rose and be enrolled full-time. Each fall semester, Tau Sigma offers $25,000 in national scholarships.
The national honor society of the National Communication Association requires student members to be majoring in Communications or be interested in the communications field, have completed 60 semester hours including at least four communications courses, have a 3.0 GPA or higher, have a 3.2 GPA in communications courses, have a 3.0 GPA or higher, have a 3.2 GPA or higher in communication courses, and be in the top 35% of his/her graduating class.

Policy on Plagiarism and Other Infringements of Academic Honesty

Definition:

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

Plagiarism includes but is not limited to:

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

Academic misconduct includes but is not limited to:

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

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

Procedures:

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

• In cases where the instructor determines that a violation of academic integrity has been committed, she or he will attempt to inform the student and will inform the department chairperson* of the charge and the consequence. Within two weeks of notification, the student may request an opportunity to present her or his defense to the instructor.
• The course instructor will file a report in the Registrar’s office by either completing an Academic Dishonesty Report Form or by writing a letter.
• The report will be retained in a central file in the Registrar’s office. The Registrar’s Office will send a letter to the student’s Saint Rose email address notifying her or him when a first report has been filed.
• The Registrar’s Office will send a letter to the student’s Saint Rose email address notifying her or him when a first report has been filed.

• If as the result of academic dishonesty, an instructor awards a final course grade of F, the fail will be recorded immediately on the student’s record.
• A student may not withdraw to avoid an F which was awarded as a result of academic dishonesty.
• If the student elects to appeal the sanction by following the steps outlined in the College’s Academic Grievance procedure, the report will be kept by the Registrar in a “Pending File.”
• If the student’s appeal is successful, then the Registrar will remove the report from the files.
• If the student chooses not to appeal or if the appeal is not successful then the report will be retained in a central file in the Registrar’s office.
• The Registrar will refer repeated violations of the standards of academic integrity to the Provost.

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

*Department chairs will confer with a tenured colleague.

Attendance

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

Examinations

Semester examinations are optional in each course according to the decision of the instructor. The final week of each term may be used
for examinations, seminars, conferences, discussions or other evaluative procedures.

Except for extraordinary reasons, students may not take examinations at times other than those set by their instructors. A student necessarily absent from a semester examination should arrange with the teacher concerned to take a make-up examination no later than the first month of the following term.

Cancellation of Classes
In the event that the College delays opening or closes due to an emergency or winter weather conditions, an announcement will be communicated by the media sources listed below, as well as on the College website (www.strose.edu). Closing information will also be communicated via the Rave Alert System and will be posted on the emergency closing phone line (518-458-5377). (If you have not enrolled for, but wish to receive, RAVE alerts via a text message, you may enroll through the Personal Information section in Banner Self-Service.)

The following delayed opening and closing options may be implemented by the College.

Closing – Closing means all classes are cancelled, even those that are normally delivered remotely, and College offices are closed. However, employees in essential departments (for example, Facilities, Security, Campus Dining) will report. Non-essential employees are not required to report to work.

Remote Learning - When a remote learning announcement is made, all classes will be conducted remotely. Non-faculty employees, who are able to work remotely, will work remotely. Employees in essential departments (for example, Facilities, Security, Campus Dining) will report. Non-faculty employees, who do not work in essential departments and who cannot work remotely, will not report to work.

Closing Early – When a closing early announcement is made, classes will be cancelled and offices will be closed beginning at the time specified in the announcement. Classes scheduled to begin after the time specified will not meet, even if those classes are normally delivered remotely. Employees in essential departments will report. The purpose of this decision is to enable most employees and students extra time to travel home in a weather event or other emergency situation.

Delayed Opening – When a delayed opening announcement is made, classes are cancelled and offices are be closed until the time specified in the announcement. Classes scheduled to begin prior to the time specified will not meet, even if those classes are normally delivered remotely. If office opening is delayed, employees in essential departments will report. The purpose of this decision is to enable most employees and students extra time to travel to the campus in a weather event or other emergency situation.

The College strives to make closing or remote learning decisions as far in advance as possible, but delays in securing information or the timing of the arrival of a storm often makes meeting this goal difficult.

In deciding whether or not to close or delay opening, the prime consideration is the safety of students/employees both in traveling to the College and in traveling around the campus. However, weather conditions in the Capital District can be quite variable. For example, while a cold rain may be falling on campus, areas to the north may be experiencing a significant ice storm. Students and employees should use their own judgment in determining whether or not their route to the College is safe to travel.

Station/Newspaper

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<tr>
<td>WFLY</td>
<td>92.3 FM</td>
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<tr>
<td>WYJB</td>
<td>95.5 FM</td>
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<tr>
<td>WRVE</td>
<td>99.5 FM</td>
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<td>WGNA</td>
<td>107.7 FM</td>
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<td>The Post Star</td>
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<tr>
<td>The Daily Gazette</td>
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</tbody>
</table>

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

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

The College defines directory information as a student’s
1. Name,
2. Local, home, and email addresses,
3. Local and home telephone numbers,
4. Major field of study,
5. Dates of attendance,
6. Anticipated degree and degree date,
7. Degrees, honors, and awards received,
8. Enrollment status (such as undergraduate, graduate, full-time, part-time),
9. Participation in officially recognized activities and sports,
10. Height and weight of members of athletic teams,
11. Undergraduate student grade level (first year, Sophomore, Junior, Senior),
12. Most recent educational agency or institution attended before the College, and
13. Photographic image.

Such “directory information” will be released by the College when such release is appropriate unless a student specifically requests that this information not be released.

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

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

The complete Notice of Student Rights with Respect to Education Records is available in the Student Handbook available on the College’s website: https://www.strose.edu/student-life/policies-important-info/.

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

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

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

Transcript of Record

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

Honors Convocation

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

Conferring of Degrees and Certificates

The College of Saint Rose confers degrees, undergraduate certificates and certificates of advanced study three times a year in May, August and December. All students must submit a degree application to the Registrar’s Office through the Secure Site in order for their degrees and/or certificates to be conferred. May degree applications are due October 15; August degree applications are due February 15; and December degree applications are due April 15. Only students whose records have been reviewed and confirmed to meet all program requirements, as certified by the Registrar’s Office, will be awarded degrees and/or certificates. Diplomas will be mailed to graduates approximately 6-8 weeks after degree conferral.

Commencement Ceremony Participation

There is one annual Commencement Ceremony held each May. Eligibility to participate in the Commencement Ceremony is determined by the Registrar’s Office. Students who are registered for courses that will allow for the successful completion of academic programs in the spring semester, as certified by the Registrar’s Office, will be invited to the May Commencement Ceremony. Students who expect to complete their program requirements in August, and are determined to be eligible by the Registrar’s Office, will be invited to the May Commencement Ceremony. December graduates will be invited to the next May Commencement Ceremony.

Commencement Honors

Institutional honors are awarded for bachelor’s degrees based on the cumulative grade point average as follows:

- Cum laude
- Magna cum laude
- Summa cum laude

The cumulative grade point average is calculated using the quality points of grades earned for residency credits attempted through The College of Saint Rose.

Honors listed in the Commencement Ceremony program is based upon courses completed and grades recorded at the time of the creation of the printed program in the middle of the spring semester.

Final degree honors, which includes all coursework, are recorded on the academic transcript and diploma.
## 2023-2025 Academic Calendars (Tentative)

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2023</th>
<th>Fall 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>August 28</td>
<td>August 26</td>
</tr>
<tr>
<td>Labor Day - No classes</td>
<td>September 4</td>
<td>September 2</td>
</tr>
<tr>
<td>Indigenous Peoples' Day - No classes</td>
<td>October 9</td>
<td>October 14</td>
</tr>
<tr>
<td>Advisement Day - No classes</td>
<td>November 7</td>
<td>TBD</td>
</tr>
<tr>
<td>Veterans Day - No classes</td>
<td>November 10</td>
<td>November 11</td>
</tr>
<tr>
<td>Thanksgiving - No classes</td>
<td>November 22-24</td>
<td>November 27-29</td>
</tr>
<tr>
<td>Alternate Schedule</td>
<td>December 12-15</td>
<td>December 10-13</td>
</tr>
<tr>
<td>Classes End</td>
<td>December 15</td>
<td>December 13</td>
</tr>
<tr>
<td>Winter 2023</td>
<td>January 12</td>
<td>TBD</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>December 18</td>
<td>December 16</td>
</tr>
<tr>
<td>Classes End</td>
<td>January 12</td>
<td>TBD</td>
</tr>
<tr>
<td>Martin Luther King Day - No classes</td>
<td>January 15</td>
<td>January 20</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>January 16</td>
<td>TBD</td>
</tr>
<tr>
<td>Mid-Winter Break - No classes</td>
<td>March 4-8</td>
<td>March 3-7</td>
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<tr>
<td>Advisement Day - No classes</td>
<td>March 19</td>
<td>TBD</td>
</tr>
<tr>
<td>Easter Holiday - No classes</td>
<td>March 29- April 1</td>
<td>April 18-21</td>
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<tr>
<td>Alternate Schedule</td>
<td>May 3-8</td>
<td>May 2-7</td>
</tr>
<tr>
<td>Classes End</td>
<td>May 8</td>
<td>May 7</td>
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<tr>
<td>Commencement</td>
<td>May 11</td>
<td>May 10</td>
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**Summer 2024**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Begin School of Business Grad Summer 11-week</td>
<td>TBD</td>
</tr>
<tr>
<td>Begin Summer 1 May Immersion</td>
<td>May 13</td>
</tr>
<tr>
<td>Event</td>
<td>Start Date</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Begin Summer 1 6- &amp; 12-week</td>
<td>May 20</td>
</tr>
<tr>
<td>Memorial Day - No classes</td>
<td>May 27</td>
</tr>
<tr>
<td>End Summer 1 May Immersion</td>
<td>May 31</td>
</tr>
<tr>
<td>Juneteenth - No classes</td>
<td>June 19</td>
</tr>
<tr>
<td>End Summer 1 6-week</td>
<td>June 28</td>
</tr>
<tr>
<td>Begin Summer 2 6-week</td>
<td>July 1</td>
</tr>
<tr>
<td>Independence Day - No classes</td>
<td>July 4</td>
</tr>
<tr>
<td>End School of Business Grad Summer 11-week</td>
<td>TBD</td>
</tr>
<tr>
<td>End Summer 1 12-week and Summer 2 6-week</td>
<td>August 9</td>
</tr>
</tbody>
</table>
School of Arts and Humanities

The School of Arts & Humanities provides a variety of programs for the College in the best tradition of the liberal arts and excellence in performance and production oriented specialties. The School's curriculum ensures that arts and humanities students receive both cutting edge discipline-specific information, and an outstanding foundation in liberal studies. The School's teaching and research activities illuminate the intrinsic dignity and freedom human beings possess and through which they understand the world.

The School's faculty comprises a highly qualified guild of artists, performers, and scholars who are deeply committed to quality teaching and intellectual discovery for our students. Faculty likewise contribute to the advancement of knowledge within their respective disciplines. Most importantly, faculty encourage deep engagement in scholarly research, and promote student inquiry, as well as practical internships in discipline specific context.

The School provides approximately fifty percent of the Liberal Arts/Fine Arts requirements for the College. In addition, we offer high quality degrees in Communications, English, History and Political Science. Many of our programs support other degree programs in other Schools within the College, such as Education, Business, and Mathematics and Science. The School also offers an array of minors which compliment major programs across the College's curriculum.

The School of Arts & Humanities seeks to produce depth and breadth of knowledge, and to do so through programs that provide students with opportunities to develop mastery of an academic or performing discipline, as well as to demonstrate high order skills, such as critical thinking through the examination of theory and the comparison of historical and current data.

The School of Arts & Humanities seeks to produce depth and breadth of knowledge, and to do so through programs that provide students with opportunities to develop mastery of an academic or performing discipline, as well as to demonstrate high order skills, such as critical thinking through the examination of theory and the comparison of historical and current data.

The School's vision is based on the College Vision and Mission and thus seeks the development of the whole person through a strong liberal education program.

Huether School of Business

Mission Statement:

As our students proceed on their educational journey through life, it is our privilege to guide and challenge them to attain their highest ambitions. We provide a stimulating undergraduate and graduate student-centered curriculum that is taught by highly qualified, dedicated faculty with excellent staff support.

We serve our students and community through active engagement in an educational experience grounded on ethics and critical thinking. Our faculty makes it their highest priority to keep abreast of the latest developments in their academic fields and translate that knowledge as it applies to each student. We are proud to say that we know our students and community well. Our programs are carefully evaluated on the lifelong successes of our students as they live and work in, and contribute to, the global communities of today.

The multiple undergraduate and graduate degree programs in the School of Business offer matriculating students significant flexibility to decide to pursue the traditional four-year degree program or a more innovative combined Bachelor's and Master's degree program.

Thelma P. Lally School of Education

The Thelma P. Lally School of Education is committed to developing leaders in the field of education. Our undergraduate programs are designed for students who wish to become classroom teachers, special educators or prepare for graduate study in communication sciences and disorders. The curricular choices provide opportunities for students to select clinically rich programs consistent with their professional goals and desired certification areas with several programs designed to lead to multiple certifications. The College of Saint Rose works collaboratively with public and private schools and agencies in the Capital Region to provide students with extensive opportunities to develop the knowledge, skills and dispositions necessary to become well-qualified educators.

Applications for admission to all education programs must meet the general requirements for admission to undergraduate study. The College's education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), have been approved by the New York State Education Department, and meet academic New York certification requirements. The Lally School puts forward a conceptual framework that establishes the philosophical underpinning of all professional education programs and establishes learning outcomes for participants in the program.

Dual Degree Program Degrees

Communication Sciences and Disorders (p. 78)BS/MSED

Conceptual Framework for Education Programs at The College of Saint Rose

Statement of Philosophy and Purpose

The faculty of Thelma P. Lally School of Education at the College of Saint Rose is committed to providing high quality, relevant and distinctive educational programs. Our philosophy evolves from a strong belief in the profound influence and possibilities of education, educators and leaders to guide and promote the intellectual and human development of people in a diverse, global society.

The educational dynamic of our teaching and learning community fosters insight, meaning, skills, policy formation and strategies necessary to continuously improve the quality of the individual and collective lives affected by our practice. Ethics, freedom of inquiry and expression, and the exchange of ideas inform our practice. Integrity, character and a commitment to modeling what we teach are imperatives of our educational endeavors. The development of theoretical frameworks, critical analysis and fidelity
to the application of effective, research-based practices combine to characterize the scholarship and enlightenment to which we aspire. Instructional technologies support and shape our teaching and learning. Partnerships with practicing professionals in the field, service, clinical experiences, and a culture of assessment offer extensive opportunities for personal and professional growth, and rich sources for evaluating our effectiveness.

Valuing the knowledge and culturally rich experiences of individuals in the educational process, our faculty strives to be responsible to candidate needs and interests and challenges them to broaden their awareness and sensitivity to diverse backgrounds, thereby becoming reflective, responsive, self-empowered advocates for their learners and communities. Leadership is at the heart of our efforts to encourage and create new initiatives through which our faculty and our candidates become mutually responsible agents of change. To ensure the actualization of our philosophy, we model its standards and values in our daily practices and relationships. This philosophy generates educational experiences that are formative and indelible.

Professional Education Candidate Learning Outcomes
Candidates in professional education programs at The College of Saint Rose will:

1. Acquire and apply the knowledge, skills and dispositions of disciplines relevant to candidates’ projected educational or clinical roles.

2. Apply principles and theories of lifespan human development and learning in all of its diversity to education, service learning and clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.

3. Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting candidates’ analytical skills and promoting their dispositions to be lifelong learners.

4. Ensure that evaluation and decision-making are data-driven, multi-faceted, collaborative and recursive, and align instructional/clinical goals, practice, assessments, and standards.

5. Develop and demonstrate personal and professional values that foster the highest ethical standards of the profession; intellectual curiosity and open-mindedness; understanding and responsiveness to multiple social and global perspectives; and collegiality and collaboration among partners in the educational or clinical process that involve children, families, community members, and other professionals.

6. Promote optimal learning opportunities and environments for all individuals in the context of their experiential, cultural, and/or racial/ethnic backgrounds, including, but not limited to, learners who are speakers of non-English languages, or who are gifted, have disabilities, are educationally challenged or who have different interests, ambitions or sexual orientations.

7. Demonstrate in their practice that oral and written language is a functional, as well as social and artistic tool, for communication and thought, and as such reflect the multiple literacies of local, national and global cultures.

8. Integrate a variety of technological methods and programs to enhance pupil learning and practitioner effectiveness, facilitate candidates’ acquisition of technological skills, and their dispositions to use them.

Policies
Culminating courses and courses for final evaluation within degree and certificate programs must be taken at The College of Saint Rose unless a waiver is granted in advance by department faculty and the dean. Waivers will be considered only for students who sustained good academic standing and professional qualities assessment throughout their courses of study.

Professional Qualities Assessment (revised Fall 2017)
Students at The College of Saint Rose who are candidates to become professional educators must demonstrate high standards in communication skills, in the ability to take responsibility and accept personal accountability, and in ethical thought and practice. Faculty consider these professional qualities to be as important as academic performance since they are so clearly related to one’s success as a professional. Development of acceptable levels of performance in each of the performance categories below is an expectation of all students prior to completion of professional education programs.

Any candidates identified as demonstrating weakness in one or more of the areas will be asked to meet with faculty from their program area and to develop a plan to improve performance. Satisfactory professional performance is required to be in good standing and receive certification or award of a degree in education.

Communication Skills
The candidate:
- is respectful and professional in oral and written communication;
- listens and responds appropriately in reciprocal and collaborative conversations;
- willingly solicits and gives feedback;
- productively solves conflicts.

Professional Responsibility/Accountability
The candidate:
- completes academic and professional duties in a timely fashion;
- takes responsibility and works collaboratively with others to complete tasks;
- reflects on her/his own performance, utilizes feedback, and demonstrates a commitment to continued professional learning;
- works within the rules and expectations of the class, practicum or field site including displaying a professional appearance.

Ethics
The candidate:
- demonstrates ethical behavior for the profession;
- shows respect, sensitivity, and an awareness of the needs of others;
• exhibits a commitment to valuing diversity and providing educational services to all populations;
• maintains privacy and confidentiality where appropriate;
• demonstrates honesty and integrity in class and in the field;
• is actively engaged in learning.

School of Mathematics and Sciences
The School of Mathematics & Sciences spans a wide range in disciplines, from the lab-based physical sciences computer science, to the social sciences. The School’s academic programs offer students a great deal of opportunities for study, research, and field-based practice. Our location in the Capital District offers abundant opportunities for internships in laboratory science, computer science, and technology, along with such social service areas as mental health counseling, social work, and criminal justice/forensics. Opportunities also exist throughout the School’s programs for independent research, often carried out alongside faculty mentors. This combination of classroom, lab, and field-based education prepares our students quite well for further graduate study, medical, dental, or veterinary school, or for careers in their chosen professions.

William J. Hagan Research Honors Concentration in Mathematics and Sciences
In order to promote undergraduate research within The College of Saint Rose, the School of Mathematics & Sciences has created a research honors concentration program.

The School recognizes that what constitutes research may vary considerably across disciplines. The descriptions listed below represent the accepted definitions of research within the School of Mathematics & Sciences for individual departments currently offering research honors:

1. Empirical examination of one or more hypotheses using research protocols and experimental designs appropriate to the student’s discipline (Criminal Justice, Behavior and Law, Physical and Biological Sciences, Psychology, Social Work)
2. Robust exploratory examination of an advanced Computer Science topic (e.g. programming, design, analysis, simulation) following a traditional research trajectory and/or requiring implementation of a large-scale programming project. (Computer Science)
3. In-depth critical or theoretical examination of the literature on an unresolved issue in the field. (Criminal Justice, Behavior and Law, Social Work)
4. Qualitative examination using research protocols and designs appropriate to the student’s discipline. (Criminal Justice, Behavior and Law, Social Work)
5. Qualitative or deconstructive research that challenges a discipline’s orthodoxy or grand narrative. (Social Work)

Procedural Details:
1. Students interested in pursuing research honors and who have achieved at least a B average at Saint Rose, must file an “Intent to Pursue Research Honors Concentration” document with the Dean of Mathematics & Sciences, accompanied by a letter of support from a faculty member within the major, and sign up for Research Honors Concentration Candidacy in Mathematics & Sciences for their major at the academic advising office. This concentration will appear on their Degree Works audit and academic transcript.

2. Students must select a faculty member to be a primary research advisor within their major who agrees to oversee the student’s progress toward Research Honors.

3. Students must complete the research requirements for honors established for their major as indicated in the course catalog, and maintain an average of B or higher in these traditionally graded courses.

4. At the time of graduation, students must have a minimum overall average of B and must meet or exceed the minimum GPA for research honors within their major as established by their department.

5. At the conclusion of the research honors requirements, students will submit a thesis in a format appropriate for a scholarly journal within their discipline. Copies of the final thesis will be kept on file in the School of Mathematics and Sciences and in the Neil Hellman Library.
Accounting – BS

Program Overview:
The 120-hour Accounting major is designed to prepare students for positions in accounting, internal auditing, taxation, budgeting, and cost control. Graduates meet the educational requirements for taking the Certified Public Accountant (CPA) examination in New York State. However, New York State requires 150 credit hours for new practitioners to be licensed as a Certified Public Accountant. Graduates of this program are well prepared for graduate work in accounting. In addition, this curriculum allows students to gain a focus in Data Analysis, Finance or Mathematics.

The minimum credit requirement for the Bachelor of Science in Accounting at The College of Saint Rose is 120 credits, which consists of the following:

Accounting Courses
43 credits

General Business Courses
29 credits

The Saint Rose Core requirements
33 credits

Additional Liberal Arts & Sciences electives
25 credits

Total
120 credits

Program Contacts:
Dr. Dandan Wu
Chair, Accounting, Economics and Finance Department
Email: wud@strose.edu

Program Webpage: Accounting, BS

Program Requirements:

Major in Accounting (62 credits)

Accounting Courses (33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACC 121</td>
<td>Principles of Financial Acctg</td>
<td>3</td>
</tr>
<tr>
<td>ACC 122</td>
<td>Principles of Managerial Acctg</td>
<td>3</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Intermed Acc’t 1</td>
<td>3</td>
</tr>
<tr>
<td>ACC 320</td>
<td>Acc’t Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACC 322</td>
<td>Intermed Acc’t 2</td>
<td>3</td>
</tr>
<tr>
<td>ACC 323</td>
<td>Finan Acc’t Theory Adv Applc</td>
<td>3</td>
</tr>
<tr>
<td>ACC 328</td>
<td>Taxation</td>
<td>3</td>
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<tr>
<td>ACC 421</td>
<td>Financial Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACC 429</td>
<td>Corporate Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACC 431</td>
<td>Governmental &amp; Non-Profit Acct</td>
<td>3</td>
</tr>
<tr>
<td>ACC 494</td>
<td>Accounting Internship</td>
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</table>

General Business Courses (29 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BUS 111</td>
<td>Fundamentals of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 199</td>
<td>Fund of Business Colloquium</td>
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<tr>
<td>BUS 210</td>
<td>Business Communications</td>
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</table>

BUS 233  Business Law I 3
BUS 246  Organizational Behavior 3
BUS 253  Principles of Marketing 3
BUS 293  Prof Develop Program 1
BUS 301  Financial Management 3
BUS 334  Business Law II 3
BUS 352  Quantitative Business Analysis 3
BUS 425  Integrated Global Business 3
BUS 487  Global Topics in Finance 3

The Saint Rose Core (33 credits)

Accounting majors should take the following courses to fulfill The Core requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECO 206</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 180</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHI 205</td>
<td>Business Ethics</td>
<td>3</td>
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</table>

Additional Liberal Arts & Sciences Electives (25 credits)

Accounting majors must take these courses as part of their Additional Liberal Arts & Science Electives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSC 114</td>
<td>Excel</td>
<td>3</td>
</tr>
<tr>
<td>ECO 205</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 280</td>
<td>Business Statistics</td>
<td>4</td>
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<tr>
<td>or</td>
<td>ECO 280</td>
<td>Business Statistics</td>
</tr>
<tr>
<td>or</td>
<td>MAT 184</td>
<td>Elementary Statistics</td>
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At least 3 classes in Accounting, Data Analysis, Finance or Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tr>
<td>ACC 327</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 447</td>
<td>Fraud</td>
<td>3</td>
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<tr>
<td>BUS 369</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 425</td>
<td>Integrated Global Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 485</td>
<td>Financial Modeling in Excel</td>
<td>3</td>
</tr>
<tr>
<td>BUS 486</td>
<td>Investment I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 487</td>
<td>Global Topics in Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 488</td>
<td>Investment II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 492</td>
<td>Field Study; Portfolio Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>CSC 202</td>
<td>Intro to Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSC 252</td>
<td>Problem Solving w/JAVA</td>
<td>4</td>
</tr>
<tr>
<td>MAT 190</td>
<td>Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>MAT 240</td>
<td>Linear Algebra</td>
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</table>

Note: Selecting BUS 487 or BUS 425 Global Topics in Finance or Integrated Global Business must be in addition to taking one as a required course under General Business.

Internship/Field Experiences/Service:

Required Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ACC 494</td>
<td>Accounting Internship</td>
<td>3</td>
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</table>

Suggested 4 Year Course Plan:

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each
Year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

<table>
<thead>
<tr>
<th>Year 1 - Fall</th>
<th>Year 1 - Spring</th>
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<tbody>
<tr>
<td>Course</td>
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<td>BUS 111</td>
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<td></td>
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<tr>
<td>of Business</td>
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<td>BUS 199</td>
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<td>Fundamentals</td>
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<tr>
<td>of Business</td>
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<td>CSC 114 Excel</td>
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<td>The Core -</td>
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<tr>
<td>World</td>
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<td>Systems</td>
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<td>Financial</td>
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<td>Management</td>
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<tr>
<td>The Core -</td>
<td>4</td>
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<tr>
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</tr>
<tr>
<td>Inquiry</td>
<td></td>
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<tr>
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</table>
The American Institute of Certified Public Accountants (AICPA) requires an individual to have 150 credit hours of appropriate education for membership. New York State requires 150 credit hours for new practitioners to be licensed as a Certified Public Accountant. The College of Saint Rose’s 150-hour dual Bachelor’s Degree and Master’s Degree program fulfills this requirement. The undergraduate and graduate programs in Accounting are integrated to form a logical, continuous curriculum which maximizes each student’s education and can be completed in five years.

The program contains courses which provide credit in the following categories, consistent with the Regulations of the Commissioner of Education in New York State:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Courses</td>
<td>45</td>
</tr>
<tr>
<td>General Business Courses</td>
<td>35</td>
</tr>
<tr>
<td>The Saint Rose Core requirements</td>
<td>33</td>
</tr>
<tr>
<td>Additional Liberal Arts &amp; Sciences</td>
<td>25</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
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</table>

This program is available to incoming freshmen, currently enrolled Saint Rose students, transfer students, and returning students. Once accepted for this integrated program, students do not obtain a degree until all course work is completed; then, they are awarded two degrees - a B.S. in Business Administration and an M.S. in Professional Accounting. Students in this program pursue a challenging course of study with standards consistent with the College-wide Dual Degree Program guidelines.

The Professional Accounting (150 Hour) program is designed to prepare students for positions in accounting, auditing, taxation, budgeting, and cost control. The program is approved by the New York State Education Department’s Board of Public Accountancy and qualifies students to take the New York State examination for certified public accountants (CPA) and to meet the educational requirements for licensing. Students who wish to pursue an Accounting program that does not directly lead to the CPA track can select the 120 hour Accounting major or an accounting concentration within the Bachelor’s degree in Business Administration.

Find Out More:
Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/

Accounting (Business Administration/Professional Accounting - 150 Credit Hour Program) - BS/MS

Program Overview:
The Business Administration/Professional Accounting program leads to a Bachelor of Science in Business Administration and a Master of Science in Professional Accounting. Its curriculum satisfies the State of New York educational requirement for the Certified Public Accountant (CPA).
Accounting Courses (45 credits)

ACC 121  Principles of Financial Acctg  3
ACC 122  Principles of Managerial Acctg  3
ACC 221  Interm'd Acct 1  3
ACC 320  Acct Information Systems  3
ACC 322  Interm'd Acct 2  3
ACC 323  Finan Acct Theory Adv Applic  3
ACC 328  Taxation  3
ACC 421  Financial Auditing  3
ACC 429  Corporate Taxation  3
ACC 431  Governmental & Non-Profit Acct  3
ACC 494  Accounting Internship  3
ACC 522  Budgeting & Cost Analysis  3
ACC 570  Adv Theory Financial Acct  3
ACC 571  Adv Computer Auditing  3
ACC 572  Advance Taxation  3

General Business Courses (35 credits)

BUS 111  Fundamentals of Business  3
BUS 199  Fund of Business Colloquium  1
BUS 210  Business Communications  3
BUS 233  Business Law I  3
BUS 246  Organizational Behavior  3
BUS 253  Principles of Marketing  3
BUS 293  Prof Develop Program  1
BUS 301  Financial Management  3
BUS 334  Business Law II  3
BUS 352  Quantitative Business Analysis  3
BUS 425  Integrated Global Business  3
or
BUS 487  Global Topics in Finance  3
MBA 640  Managerial Finance  3
MBA 690  Strategic Management  3

Graduate Electives in Accounting, Business or Computer Science (12 credits)

ACC 575  Fraud  3
ACC 585  Forensic Accounting  3
ACC 685  Financial Modeling in Excel  3
Any 500 or 600 level MBA courses  3
or
Any 500 or 600 level CSC courses  3

Students who have taken an undergraduate equivalent course cannot take the same course at the graduate level. This applies to: ACC 575, ACC 585, ACC 685.

The Saint Rose Core (33 credits)

Accounting majors should take the following courses to fulfill The Core requirements:

ECO 206  Principles of Microeconomics  3
MAT 180  College Algebra  3
PHI 205  Business Ethics  3

Additional Liberal Arts & Sciences Electives (25 credits)

Accounting majors must take these courses as part of their Additional Liberal Arts & Science Electives.

CSC 114  Excel  3
ECO 205  Principles of Macroeconomics  3
BUS 280  Business Statistics  4
or
ECO 280  Business Statistics  4
or

At least 3 classes in Accounting, Data Analysis, Finance or Mathematics

ACC 327  Cost Accounting  3
ACC 447  Fraud  3
BUS 369  Managerial Finance  3
BUS 425  Integrated Global Business  3
BUS 485  Financial Modeling in Excel  3
BUS 486  Investment I  3
BUS 487  Global Topics in Finance  3
BUS 488  Investment II  3
BUS 492  Field Study: Portfolio Mgmt  3
CSC 202  Intro to Programming  4
CSC 252  Problem Solving w/JAVA  4
MAT 190  Calculus 1  4
MAT 191  Calculus 2  4
MAT 240  Linear Algebra  3

Note: Selecting BUS 487 or BUS 425 Global Topics in Finance or Integrated Global Business must be in addition to taking one as a required course under General Business.

An Accounting major must take at least 60 credit hours in liberal and general education. This exceeds the College-wide Liberal Education requirement; courses should be chosen in consultation with an advisor. Additional Liberal and General Education electives may or may not have Liberal Education designation. Courses taken in professional fields such as nursing, education, medical technology, or engineering are generally not recognized as Liberal Education courses for this requirement.

Students in this program must earn a cumulative grade point average of 2.0 or better in all the undergraduate business and accounting courses. An overall cumulative grade point average of 2.0 or better in all undergraduate courses completed at The College of Saint Rose is also required. The minimum grade in all graduate courses follows the School of Business graduate guidelines.

Students should consult with their advisors concerning their career goals, academic progression and application. Students begin some graduate courses in their senior year.

Internship/Field Experiences/Service: Required Course:

ACC 494  Accounting Internship  3

Culminating Academic Experiences: Required Course:

MBA 690  Strategic Management  3

Suggested 5 Year Course Plan:

This suggested plan is designed to give students an idea of how to balance their coursework over 10 semesters and to graduate within 5 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 150 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.
<table>
<thead>
<tr>
<th>Year 1 - Fall</th>
<th>Year 1 - Spring</th>
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<tbody>
<tr>
<td>Course</td>
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<tr>
<td>BUS 111</td>
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<tr>
<td>Fundamentals of Business</td>
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<td>Fundamentals of Business Colloquium</td>
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<td>ACC 121</td>
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<td>Financial Accounting</td>
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<td>CSC 114 Excel</td>
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<td>205 Business Ethics</td>
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<td>The Core - World Languages</td>
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<td>The Core - Expository Writing, Speaking &amp; Research</td>
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<td>BUS 233</td>
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<td>Business Law</td>
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<td>ACC 320</td>
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<td>Accounting Information Systems</td>
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<td>BUS 301</td>
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<td>ECO 206</td>
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<td>The Core - Scientific Inquiry</td>
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<td>General Elective</td>
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<td>Year 4 - Spring</td>
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<td>Course</td>
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<td>The Core - World Languages</td>
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<tr>
<td>Course</td>
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<tr>
<td>ACC 429 Corporate Taxation</td>
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<tr>
<td>ACC 431 Governmental Accounting</td>
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<td>BUS 352 Quantitative Business Analysis</td>
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<td>BUS 425 Integrated Global Business</td>
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<td>or BUS 487 Global Topics in Finance</td>
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<td>General Elective</td>
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### Year 5 - Fall

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<td>ACC 570 Adv Theory of Financial Acct</td>
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<td>MBA 640 Managerial Finance</td>
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### Year 5 - Spring

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<td>MBA 690 Strategic Management</td>
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<td>Grad Elective</td>
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### Program Contacts:

**Dr. Brian Jensen**  
*Co-Chair, Physical and Biological Sciences Department*  
Email: jensenb@strose.edu

**Dr. Brad Bauer**  
*Co-Chair, Physical and Biological Sciences Department*  
Email: bauerb@strose.edu

Program Webpage: Biochemistry, BS

### Program Requirements:

#### Major in Biochemistry (76 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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<tbody>
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<tr>
<td>BIO 190L Principles of Biology 1 Lab</td>
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<tr>
<td>BIO 191 Principles of Biology 2</td>
<td>3</td>
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<tr>
<td>BIO 191L Principles of Biology 2 Lab</td>
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</tr>
<tr>
<td>BIO 258 Genetics</td>
<td>3</td>
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<tr>
<td>BIO 258L Genetics Lab</td>
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<tr>
<td>BIO 350 General Microbiology</td>
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<tr>
<td>BIO 351 Cell Biology</td>
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<tr>
<td>BIO 354 Immunology</td>
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<td>or BIO 360 Developmental Biology</td>
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<td>BIO 409 Biochemistry 2</td>
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<td>CHM 190 Gen Chemistry 1</td>
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<td>CHM 201 Organic Chemistry 1</td>
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CHM 202L Organic Chemistry 2 Lab 1
CHM 203 Quantitative Analysis 3
CHM 203L Quantitative Analysis Lab 1
CHM 307 Biochemistry 3
CHM 307L Biochemistry Lab 1
CHM 401 Physical Chemistry 1 3
CHM 401L Physical Chemistry Lab 1 1
CHM 402 Physical Chemistry 2 3
CHM 402L Physical Chemistry Lab 2 1
MAT 190 Calculus 1 4
MAT 191 Calculus 2 4
PHY 190 Fundamentals of Physics 1 3
PHY 190L Fundamentals of Physics 1 Lab 1
PHY 191 Fund of Physics 2 3
PHY 191L Fund of Physics 2 Lab 1
SCI 399 Natural Sciences Colloquium 0
SCI 399 (Natural Sciences Colloquium is required during the first year at The College of Saint Rose.

All 4-credit science courses have a required laboratory component.

The Department of Physical and Biological Sciences highly recommends that all students majoring in the sciences take CSC 202 in fulfillment of their Core 7 requirement. The Department of Physical and Biological Science recommends that students majoring in Biochemistry take MAT 201 as an elective.

For those interested in pre-professional programs such as pre-medical or pre-veterinary studies, refer to the Academic Programs and Options section (p. 34) of this catalog.

Students failing a course in the major three times will be dismissed from the major.

For those interested in honors-level undergraduate research, please see the Research Honors section.

Suggested 4 Year Course Plan:

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

Year 1

Fall Semester (16 credits)
CHM 190 General Chemistry 1 4
BIO 190 Principles of Biology 1 4
MAT 190 Calculus 1 4
ENG 105 4
SCI 399 Natural Sciences Colloquium 0

Spring Semester (15-16 credits)
CHM 191 General Chemistry 2 4
BIO 191 Principles of Biology 2 4
MAT 191 Calculus 2 4
Core Requirement/General Elective 3-4

Year 2

Fall Semester (14-16 credits)
CHM 201 Organic Chemistry 1 4
PHY 190 Fund. of Physics 1 4
Core Requirement/General Elective 6-8

Spring Semester (16 credits)
CHM 202 Organic Chemistry 2 4
PHY 191 Fund. of Physics 2 4
Core Requirement/General Elective 4
BIO 258 Genetics 4

Year 3

Fall Semester (15-16 credits)
CHM/BIO 307 Biochemistry 1 OR CHM 401 Physical Chemistry 1 4
BIO 351 Cell Biology 4
Core Requirement/General Elective 7-8

Spring Semester (14-16 credits)
CHM 409 Biochemistry 2 OR CHM 402 Physical Chemistry 2 4
BIO 354 Immunology or BIO 360 Developmental Biology 4
Core Requirement/General Elective 6-8
Year 4

Fall Semester (15-16 credits)

CHM 401 Physical Chemistry 1 OR CHM/BIO 307 Biochemistry 1 4
BIO 350 Microbiology 4
BIO 400/CHM 400 Undergraduate Research 1-4
Core Requirement/General Elective 7-12

Spring Semester (14-16 credits)

CHM 402 Physical Chemistry 2 OR BIO 409 Biochemistry 2 4
CHM 203 Quantitative Analysis 4
BIO 400/CHM 400 Undergraduate Research 1-4
Core Requirement/General Elective 3-8

Career Opportunities and Graduate Study:
The program in biochemistry provides excellent preparation for laboratory work, research, medical school, veterinary school, allied health professions, or graduate study.

Getting the undergraduate experiences necessary to qualify a student for medical, dental, or veterinary school can be challenging. While no specific undergraduate major is required, Biochemistry combined with field specific courses is strongly recommended. Faculty members at The College of Saint Rose help to ensure that students who want to go to medical, dental, or veterinary school have the advice, coursework, and support they need to help them prepare an effective application. Students are guided by the Pre-Med committee, a group of six faculty members who are dedicated to keeping students on-track for their chosen field.

Find Out More:
Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/

Biology – BS

Program Overview:
The programs in Biology provide excellent preparation for laboratory work, research, teaching, medical school, veterinary school, allied health professions (such as physical therapy or physician's assistant), or graduate study. The curriculum provides a thorough grounding in modern biology from the molecular to the organism level. After completing their introductory courses, students will choose one of two tracks. The first is a Cell and Molecular Biology track that prepares students for careers or graduate study in medically-related fields, biochemistry, molecular and cell biology, microbiology, genetics, animal biology, and other areas. The second, an Ecology and Environmental Science track, is offered to students who wish to pursue a more field-oriented degree that emphasizes how organisms interact with their environment.

Once a student has matriculated, all major requirements must be taken at The College of Saint Rose unless formal written permission to do otherwise is given by the advisor and Dean of the School of Mathematics and Sciences with consultation of the instructor.

Students may opt to combine a science major with minors from disciplines such as political science, psychology, art and business. These combinations acquaint the student with important knowledge of a world increasingly influenced by science. Saint Rose graduates have had career opportunities in varied fields such as forensic science, law, medical illustration and genetic counseling.

Program Contacts:

Dr. Brian Jensen
Co-Chair, Physical and Biological Sciences Department
Email: jensenb@mail.strose.edu

Dr. Brad Bauer
Co-Chair, Physical and Biological Sciences Department
Email: bauerb@strose.edu

Program Webpage: Biology, BS

Program Requirements:
Major in Biology (68 credits)

Students must complete all of the CORE courses and the requirements for one of the tracks. The tracks may not be combined.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 190</td>
<td>Principles of Biology 1</td>
<td>3</td>
</tr>
<tr>
<td>BIO 190L</td>
<td>Principles of Biology 1 Lab</td>
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<td>BIO 191</td>
<td>Principles of Biology 2</td>
<td>3</td>
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<tr>
<td>BIO 191L</td>
<td>Principles of Biology 2 Lab</td>
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<tr>
<td>BIO 258</td>
<td>Genetics</td>
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</tr>
<tr>
<td>BIO 258L</td>
<td>Genetics Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 350</td>
<td>General Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 350L</td>
<td>General Microbiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHM 190</td>
<td>Gen Chemistry 1</td>
<td>3</td>
</tr>
<tr>
<td>CHM 190L</td>
<td>Gen Chemistry 1 Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHM 191</td>
<td>Gen Chemistry 2</td>
<td>3</td>
</tr>
<tr>
<td>CHM 191L</td>
<td>Gen Chemistry 2 Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHM 201</td>
<td>Organic Chemistry 1</td>
<td>3</td>
</tr>
<tr>
<td>CHM 201L</td>
<td>Organic Chemistry 1 Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHM 202</td>
<td>Organic Chemistry 2</td>
<td>3</td>
</tr>
<tr>
<td>CHM 202L</td>
<td>Organic Chemistry 2 Lab</td>
<td>1</td>
</tr>
<tr>
<td>MAT 190</td>
<td>Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>PHY 190</td>
<td>Fundamentals of Physics 1</td>
<td>3</td>
</tr>
<tr>
<td>PHY 190L</td>
<td>Fundamentals of Physics 1 Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHY 191</td>
<td>Fund of Physics 2</td>
<td>3</td>
</tr>
<tr>
<td>PHY 191L</td>
<td>Fund of Physics 2 Lab</td>
<td>1</td>
</tr>
<tr>
<td>SCI 399</td>
<td>Natural Sciences Colloquium</td>
<td>0</td>
</tr>
</tbody>
</table>
SCI 399 (Natural Sciences Colloquium) is required during the first year at The College of Saint Rose.

**One Animal Biology course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201</td>
<td>Invertebrate Zoology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 201L</td>
<td>Invertebrate Zoology Lab</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 210</td>
<td>Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 210L</td>
<td>Anatomy and Physiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 234</td>
<td>Comparative Vertebrate Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 234L</td>
<td>Comp Vertebrate Anatomy Lab</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 311</td>
<td>Paleontology</td>
<td>4</td>
</tr>
</tbody>
</table>

**One Ecology course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 240</td>
<td>Aquatic Ecology</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 241</td>
<td>Marine Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 241L</td>
<td>Marine Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 242</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 243</td>
<td>Principles of Environmental Science</td>
<td>4</td>
</tr>
</tbody>
</table>

Those students opting for the **Cell/Molecular Biology Track** will also take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 307</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>BIO 307L</td>
<td>Biochemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 351</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 351L</td>
<td>Cell Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 360</td>
<td>Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 360L</td>
<td>Developmental Biology Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Those students opting for the **Ecology/Environmental Science Track** will also take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 240</td>
<td>Aquatic Ecology</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 241</td>
<td>Marine Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 241L</td>
<td>Marine Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 242</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 243</td>
<td>Principles of Environmental Science</td>
<td>4</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Environmental Sci Capstone</td>
<td>4</td>
</tr>
<tr>
<td>CHM 203</td>
<td>Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CHM 203L</td>
<td>Quantitative Analysis Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**Ecology course is in addition to ecology course selected under the core requirements.**

All 4-credit science courses have a required laboratory component.

A student who has taken BIO 100 or equivalent and changes to a Biology major may test out of BIO 190 and substitute one biology elective or may take BIO 190, BIO 191. Testing out satisfies prerequisites.

The Department of Physical and Biological Sciences highly recommends that all students majoring in the sciences take CSC 202 in fulfillment of their Core 7 requirement.

Students failing a course in the major three times will be dismissed from the major.

For those interested in pre-professional programs such as pre-medical, pre-PA, or pre-veterinary studies, refer to the Academic Programs and Options section (p. 34) of this catalog.

For those interested in honors-level undergraduate research, please refer to the Research Honors section.

**Internship/Field Experiences/Service:**

**Required Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 494</td>
<td>Internship</td>
<td>2 to 6</td>
</tr>
</tbody>
</table>

**Suggested 4 Year Course Plan:**

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

**Cell/Molecular Biology Track**

**Year 1**

**Fall Semester** 16 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 190</td>
<td>Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHM 190</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>MAT 190</td>
<td>Calculus</td>
<td>4</td>
</tr>
<tr>
<td>ENG 105</td>
<td>Expository Writing, Oral Comm. and Research</td>
<td>4</td>
</tr>
<tr>
<td>SCI 399</td>
<td>Natural Sciences Colloquium</td>
<td>0</td>
</tr>
</tbody>
</table>

**Spring Semester** 15-16 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 191</td>
<td>Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHM 191</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

**Core Requirement/General Elective** 3-4

**Year 2**

**Fall Semester** 14-16 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 201</td>
<td>Organic Chemistry</td>
<td>4</td>
</tr>
</tbody>
</table>
BIO 240 Aquatic Ecology ² or BIO 242 Ecology ² 4
Core Requirement/General Elective 3-4
PHY 190 Fund. of Physics 1 4

**Spring Semester** 15-16 credits
CHM 202 Organic Chemistry 2 4
BIO 258 Genetics 4
PHY 191 Fund. of Physics 2 4
Core Requirement/General Elective 3-4

**Year 3**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>14-16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirement/General Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO 307 Biochemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>BIO 350 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Core Requirement/General Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>14-16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 241 Marine Ecology or BIO 243 Principles of Environmental Science or Core Requirement/General Elective ²</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO 210 Anatomy and Physiology ¹</td>
<td>4</td>
</tr>
</tbody>
</table>

| Core Requirement/General Elective | 6-8 |

**Year 4**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>14-16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 351 Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 201 Invertebrate Zoology ¹ or BIO 234 Comparative Vertebrate Anatomy</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>15-16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 400 Undergraduate Research’</td>
<td>1-4</td>
</tr>
<tr>
<td>Core Requirement/General Elective</td>
<td>6-12</td>
</tr>
</tbody>
</table>

| Liberal Education Requirement/General Elective | 6-12 |
| SCI 399 Natural Sciences Colloquium | 0 |

¹ Students must take BIO 201, BIO 210, or BIO 234. BIO 201 and BIO 234 are generally offered in alternating fall semesters. BIO 210 is offered every spring semester.

² Students must take BIO 240, BIO 241, BIO 242 or BIO 243. BIO 240 and BIO 242 are generally offered in alternating fall semesters. BIO 241 and BIO 243 are generally offered in every spring semesters.

**Ecology/Environmental Track**

**Year 1**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 190 Principles of Biology 1</td>
<td>4</td>
</tr>
<tr>
<td>CHM 190 General Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>MAT 190 Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>ENG 105</td>
<td>4</td>
</tr>
<tr>
<td>SCI 399 Natural Sciences Colloquium</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>15-16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 191 Principles of Biology 2</td>
<td>4</td>
</tr>
<tr>
<td>CHM 191 General Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>MAT 191 Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>Core Requirement/General Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Year 2**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>15-16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 201 Organic Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PHY 190 Fund. of Physics 1</td>
<td>4</td>
</tr>
<tr>
<td>BIO 240 Aquatic Ecology * OR BIO 242 Ecology *</td>
<td>4</td>
</tr>
<tr>
<td>Core Requirement/General Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 202 Organic Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>PHY 191 Fund. of Physics 2</td>
<td>4</td>
</tr>
<tr>
<td>BIO 258 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>Core Requirement/General Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Year 3**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>14-16</td>
</tr>
<tr>
<td>BIO 201 Invertebrate Zoology OR BIO 234 Comparative Vertebrate Anatomy *</td>
<td>4</td>
</tr>
<tr>
<td>BIO 350 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Core Requirement/General Elective</td>
<td>6-8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>14-17</td>
</tr>
<tr>
<td>CHM 203 Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Education Requirement/General Elective</td>
<td>10-13</td>
</tr>
</tbody>
</table>

**Year 4**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>14-16</td>
</tr>
<tr>
<td>BIO 340 Environmental Science Capstone</td>
<td>4</td>
</tr>
<tr>
<td>BIO 240 Aquatic Ecology OR BIO 242 Ecology *</td>
<td>4</td>
</tr>
<tr>
<td>Core Requirement/General Elective</td>
<td>6-8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>14-16</td>
</tr>
<tr>
<td>BIO 241 Marine Ecology OR BIO 243 Principles of Environmental Science *</td>
<td>4</td>
</tr>
</tbody>
</table>

* Students must take an animal biology course (BIO 201 or BIO 234), and two ecology courses (BIO 240, BIO 241, BIO 242 or BIO 243). The courses a student chooses to take in any given semester will depend on their progress in meeting these requirements.

² A Core or general elective course may be taken if the three biology course requirements above have been met.

**Career Opportunities and Graduate Study:**

The program in biology provides excellent preparation for laboratory work, research, medical school, veterinary school, allied health professions, or graduate study.

Getting the undergraduate experiences necessary to qualify a student for medical, dental, or veterinary school can be challenging. While no specific undergraduate major is required, Biochemistry combined with field specific courses is strongly recommended. Faculty members at The College of Saint Rose help to ensure that students who want to go to medical, dental, or veterinary school have the advice, coursework, and support they need to prepare an effective application. Students are guided by the Pre-Med committee, a group of six faculty members who are dedicated to keeping students on-track for their chosen field.

**Find Out More:**

Undergraduate Admissions and Financial Aid: [https://www.strose.edu/admissions/](https://www.strose.edu/admissions/)

**Business Administration – BS**

**Program Overview:**

The Bachelor of Science in Business Administration major prepares students to be the business leaders. Through the core curriculum, students develop proficiency in the various functional areas of business. In addition to the core courses, which are taken by all Business Administration majors, each student develops their own concentration (individualized or Finance) with the assistance of their faculty advisor.

**Program Contacts:**

Dr. Haidy Brown
Chair, Management & Marketing Department
Email: brownh@strose.edu

Program Webpage: Business Administration

**Program Requirements:**

The Business Administration major emphasizes building the verbal and written communication skills that are so important to success in the student’s professional career. Throughout the program, students build a portfolio of coursework and presentations, thus developing their professional resume. The major requires all students to complete an internship or approved alternative prior to graduation.

All Business Administration majors develop a comprehensive understanding in the various functional areas of business by completing the Major Core Requirements. Students, in consultation
with their advisor, must select a concentration (Finance or Individualized) to complete the major.

Normally, once a student has matriculated in the Business Administration major at The College of Saint Rose, they must satisfy all remaining core and major requirements with Saint Rose courses. Likewise, students pursuing the Business Administration minor must satisfy all remaining requirements for the minor with Saint Rose courses.

Students must earn a cumulative grade point average of 2.0 or better in all courses required for the 60-credit Business Administration major. An overall cumulative grade point average of 2.0 or better in all courses completed at The College of Saint Rose is also required. The minimum credit requirement for the Bachelor of Science in Business Administration at The College of Saint Rose is 120 credits, which consists of the following:

<table>
<thead>
<tr>
<th>Major Core Requirements</th>
<th>45 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Area</td>
<td>15 credits</td>
</tr>
<tr>
<td>The Saint Rose Core requirements</td>
<td>33 credits</td>
</tr>
<tr>
<td>Additional Liberal Arts &amp; Sciences Electives*</td>
<td>27 credits</td>
</tr>
</tbody>
</table>

* Additional Liberal Arts & Sciences electives include non-professional courses that may or may not have Core designation. Courses taken in professional fields such as accounting, business, nursing, education, medical technology, or engineering are generally not recognized as courses fulfilling this requirement. Students must consult with their advisors in selecting these courses.

**Major in Business Administration (60 credits)**

**Core Requirements (45 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 121</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 122</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 111</td>
<td>Fundamentals of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 199</td>
<td>Fund of Business Colloquium</td>
<td>1</td>
</tr>
<tr>
<td>BUS 210</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 219</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 233</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 246</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 253</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 280</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>BUS 293</td>
<td>Prof Develop Program</td>
<td>1</td>
</tr>
<tr>
<td>BUS 301</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 352</td>
<td>Quantitative Business Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUS 425</td>
<td>Integrated Global Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 494</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 497</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

*With advisor approval students may substitute BUS 492 Finance Field Study for BUS 494 Internship.

**Finance Concentration (15 credits)**

The Finance concentration is designed for students wishing to enter the fields of commercial and investment banking, insurance, investment management, securities trading and brokering, pension and mutual fund management, corporate finance, and real estate management or sales. The concentration provides a firm foundation in the core theories of finance. Students wishing to obtain specialized advanced degrees in Finance will benefit from the integration of theory and current developments in the world of finance. The Finance faculty understands the need for students to become pragmatic, innovative and proficient in the use of computers if they are to become outstanding financial managers. Finance offers a tremendous intellectual and financial reward to its practitioners, with many gaining financial independence early in their careers. Some students taking the concentration may have decided on careers in other specialties but will be attracted by the advantages the Finance concentration offers students in planning their own financial futures.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 369</td>
<td>Managerial Finance</td>
</tr>
<tr>
<td>BUS 486</td>
<td>Investment I</td>
</tr>
<tr>
<td>BUS 487</td>
<td>Global Topics in Finance</td>
</tr>
<tr>
<td>BUS 488</td>
<td>Investment II</td>
</tr>
<tr>
<td>ACC 328</td>
<td>Taxation</td>
</tr>
<tr>
<td>BUS 485</td>
<td>Financial Modeling in Excel</td>
</tr>
</tbody>
</table>

**Individualized Concentration (15 credits)**

This concentration provides a qualified student with the option of designing his or her own individualized concentration with proper advisement and documentation. The student must present a written plan of study to his or her academic advisor; receive the advisor’s approval and file the approved plan of study with the Registrar. The plan of study must include the list of courses (with a minimum of five courses and 15 total credit hours) that constitute the concentration.

**The Saint Rose Core (33 credits)**

Business Administration majors should take the following courses to fulfill The Core requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 206</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>MAT 180</td>
<td>College Algebra</td>
</tr>
<tr>
<td>PHI 205</td>
<td>Business Ethics</td>
</tr>
</tbody>
</table>

**Additional Liberal Arts & Sciences Electives (27 credits)**

Business Administration majors must take these courses as part of their Additional Liberal Arts & Science Electives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 114</td>
<td>Excel</td>
</tr>
<tr>
<td>ECO 205</td>
<td>Principles of Macroeconomics</td>
</tr>
</tbody>
</table>

**Internship/Field Experiences/Study Abroad/Service:**

A study abroad option is available to interested students who want to spend a semester at an approved college or university in another country. The approved courses taken will count toward the Business degree.

**Required Course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 494</td>
<td>Internship</td>
</tr>
</tbody>
</table>
**Suggested 4 Year Course Plan:**

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

<table>
<thead>
<tr>
<th>Year 1 - Fall</th>
<th>Year 1 - Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>BUS 111</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Business</td>
<td></td>
</tr>
<tr>
<td>BUS 199</td>
<td>1</td>
</tr>
<tr>
<td>Fundamentals of Business Colloquium</td>
<td></td>
</tr>
<tr>
<td>GSC 114 Excel</td>
<td>3</td>
</tr>
<tr>
<td>ECO 205</td>
<td>3</td>
</tr>
<tr>
<td>The Core - Expository Writing, Speaking &amp; Research</td>
<td>4</td>
</tr>
<tr>
<td>The Core - Computational Logic &amp; Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 - Fall</th>
<th>Year 2 - Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>ACC 121</td>
<td>3</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>BUS 280</td>
<td>4</td>
</tr>
<tr>
<td>Business Statistics</td>
<td></td>
</tr>
<tr>
<td>BUS 293</td>
<td>1</td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>The Core - Social Science Knowledge &amp; Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>The Core - Literary Studies</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3 - Fall</th>
<th>Year 3 - Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>BUS 301</td>
<td>3</td>
</tr>
<tr>
<td>Financial Management</td>
<td></td>
</tr>
<tr>
<td>BUS 233</td>
<td>3</td>
</tr>
<tr>
<td>Business Law</td>
<td></td>
</tr>
<tr>
<td>Concentration Course</td>
<td>3</td>
</tr>
<tr>
<td>General Electve</td>
<td></td>
</tr>
<tr>
<td>The Core - Scientific Inquiry</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4 - Fall</th>
<th>Year 4 - Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>BUS 494</td>
<td>3</td>
</tr>
<tr>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>General Electve</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>
BUS 425  3  BUS 497  3
Integrated  Concentration
Global Business  Course

3
3

Concentration  Concentration
Course  Course

3
3

General Electve  General Electve

3
3

General Electve  3

General Electve

3

Total  15

Total  12

Accelerated Degree Option: Business Administration BS + MBA:
Students in this accelerated course of study will use the following course substitutions to complete the undergraduate and graduate degrees at an accelerated pace. Students may select a maximum of 15 credits to substitute in consultation with their faculty advisor.

B.S. Business Administration/M.B.A. Accelerated Course of Study

Course Substitutions (max 15 credits)

<table>
<thead>
<tr>
<th>Undergraduate Course</th>
<th>Graduate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 312</td>
<td>MBA 638</td>
</tr>
<tr>
<td>BUS 349</td>
<td>MBA 583</td>
</tr>
<tr>
<td>BUS 350</td>
<td>MBA 585</td>
</tr>
<tr>
<td>BUS 352</td>
<td>MBA 660</td>
</tr>
<tr>
<td>BUS 353</td>
<td>MBA 635</td>
</tr>
<tr>
<td>BUS 362</td>
<td>MBA 582</td>
</tr>
<tr>
<td>BUS 485</td>
<td>MBA 685</td>
</tr>
<tr>
<td>BUS 487</td>
<td>MBA 650</td>
</tr>
<tr>
<td>BUS 488</td>
<td>MBA 688</td>
</tr>
<tr>
<td>BUS 492</td>
<td>MBA 692</td>
</tr>
</tbody>
</table>

Requirements for the Master of Business Administration can be found in the current Graduate Catalog.

General Information on Accelerated Degree Options (Bachelor's + Master's):

Eligibility Standards:

High School Students:
• Minimum high school GPA of 92
• Combined SAT of 1100 (out of 1600) OR ACT of 24
• Letter of recommendation specifically for the Accelerated Bachelor's/Master's Degree Program from a high school teacher or counselor

Transfer Students:
• 45 credits completed
• GPA of 3.4 overall or at least a 3.4 GPA in the last 30 credits
• A grade of B or higher in financial accounting
• A grade of B or higher in managerial accounting
• Letter of recommendation from a faculty member from either Saint Rose or the institution from which the student transferred

Current Saint Rose Students:
• 45 credits completed
• Overall GPA of 3.4
• A grade of B or higher in financial accounting
• A grade of B or higher in managerial accounting
• Letter of recommendation from a Saint Rose faculty member

Maintaining Status in Accelerated Programs:
• Overall GPA of 3.4 at the completion of 45 credits
• Overall GPA of 3.0 from the completion of 45 credits to completion of the undergraduate degree
• A grade of B or higher in financial accounting
• A grade of B or higher in managerial accounting
• Students can receive no more than one C in a graduate level course. An earned C must be retaken at the graduate level unless otherwise specified by the program.
• Students cannot receive a failing grade in a graduate level course.

Losing Eligibility for an Accelerated Bachelor's/Master's Degree Option:
Students who do not maintain the standards outlined for their Accelerated Bachelor's/Master's Degree Option will lose eligibility for this completion option. If these students are in otherwise good standing with the College, they can continue in their current undergraduate program or move to another undergraduate major. We propose that up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher may be applied to their undergraduate degree. These credits might be applied as either general elective credits or to fulfill a requirement within the undergraduate major, depending on the undergraduate major’s grade requirements. Major grade restrictions would still apply. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Discontinuing an Accelerated Bachelor's/Master's Degree Options:

Students in good standing may choose to discontinue an Accelerated Bachelor's/Master's Degree Option or withdraw from a dual degree program. These students may then move to another program offered by the college. Up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher would be applied to their undergraduate degree. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Opportunity to apply graduate credits to a future master's degree at Saint Rose if no longer enrolled in Accelerated Program:

Students who withdraw or are dismissed from the Accelerated Bachelor's/Master's Degree Option may apply to a Saint Rose Master's Degree program after completion of the Bachelor's Degree. If accepted to a Saint Rose master's degree program these students may transfer up to 12 graduate credits earned as part of their Saint Rose Bachelor's Degree. Specific courses must be approved for transfer by the faculty advisor, and Department Chair/Program Coordinator. Transfer credit is allowed only for courses in which students have received a grade of “B” or better and within the six-year time limit allowed for completion of the Master’s Degree or Certificate of Advanced Study. No more than half of a Certificate of Advanced Study or Master's Degree can be fulfilled with credits that had been applied to a Saint Rose Bachelor's Degree.

Reinstatement in Accelerated Bachelor's/Master's Degree Options:

Students in good academic standing with the college but previously declared ineligible from their Accelerated Bachelor’s/Master’s Degree Option can apply for reinstatement to the Accelerated Bachelor’s/Master’s Degree Option after retaking undergraduate courses that resulted in their change of eligibility and/or after earning an overall undergraduate GPA of 3.0 or higher. Students who earned any graduate grade lower than a C or more than one C at the graduate level may not reapply for reinstatement into the Accelerated degree option.

Advising:

Students in this Accelerated Bachelor's/Master's Degree Course of Study will have two advisors while they are undergraduates. A faculty member from the student's undergraduate discipline will serve as the primary advisor while the student is an undergraduate. A faculty member from the graduate program will serve as a secondary advisor. After completing the Bachelor's Degree the advisor from the graduate program will serve as the student’s sole advisor.

Find Out More:
Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/

Childhood Education/Special Education (Grades 1-6) – BS

Program Overview:
The dual major in Special Education and Childhood Education is a four-year program of study and practice that leads to a Bachelor of Science in Special Education/Childhood Education and prepares students for teaching in special education settings, general education settings, and inclusive settings that serve children with a range of abilities and needs. Upon the successful completion of this program, the achievement of passing grades on examinations required by the New York State Education Department and fingerprint clearance, students are eligible for New York State initial teaching certification in both childhood (Grades 1-6) and childhood special education (Grades 1-6).

Guidelines developed by the Council for Exceptional Children (CEC), Association of Childhood Education International (ACEI), Association for Advancing Quality Educator Preparation, and the National Board for Professional Teaching Standards (NBPTS) were utilized in the development of this program. The Special Education/Childhood Education program provides pre-service teachers with integrated course content across the disciplines of special education, childhood education, child development, communication disorders, literacy, educational psychology, and instructional technology. The program prepares future educators to meet the academic and social-emotional needs of a diverse student population, collaborate with colleagues, and exhibit leadership in their professional endeavors. The program is delivered by experienced faculty and supervisors who focus on the elements of diversity, instructional planning, differentiation of instruction, reflective practice, technology, research-supported practices, and collaboration. The program requires that students have an academic concentration in the liberal arts or sciences (see below for descriptions of academic concentrations), and complete the College-wide Core program with specific expanded course work to meet certification requirements. See the catalog description on Core requirements for additional details. The majority of the major and
the academic concentration must be completed at The College of Saint Rose.

**Program Contacts:**
Dr. Frances Ihle
Co-Chair, Literacy & Special Education Department
Email: ihlef@strose.edu
Program Webpage: Special Education and Childhood Education (Gr 1-6), BS

**Program Requirements:**
Admission into the College does not ensure good standing in the program in Special Education/Childhood Education, nor does good standing in the Special Education/Childhood Education program ensure admission to student teaching. In order to maintain good standing through all stages of the Special Education/Childhood Education program, students are required to maintain the following academic standards: 2.5 cumulative index, 2.75 index in the education sequence, 2.25 index in the academic concentration and a minimum grade of C+ in each course of the major. Students are allowed to repeat courses in the major only one time. More than two repeated courses by a student will result in the student's dismissal from the major. Students must apply for student teaching in accordance with program guidelines. This includes satisfactory completion of all major courses with the exception of SEE 485, SEE 486, SEE 495, and completion of most concentration courses. No additional courses beyond SEE 485, SEE 486, and SEE 495 should be taken during the student teaching semester.

**Major Courses Sequence:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>SEE 100, SEE 106, SED 146</td>
</tr>
<tr>
<td>Year 2</td>
<td>EPY 244, EPY 350 or EPY 370, SEE 245</td>
</tr>
<tr>
<td>Year 3</td>
<td>CSD 235, EDU 300, SED 347, SED 249, SEE 360</td>
</tr>
<tr>
<td>Year 4</td>
<td>SEE 380, SEE 385, SEE 386, SEE 485</td>
</tr>
</tbody>
</table>

SEE 486
SEE 495

**Major in Childhood Education/Special Education Grades 1-6 (57-58 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 235</td>
<td>Lang &amp; Literacy Dev/Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDU 300</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EPY 244</td>
<td>Child &amp; Adolescent Development</td>
<td>4</td>
</tr>
<tr>
<td>EPY 350</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or EPY 370</td>
<td>Ed Psych/Instruc Tech</td>
<td>4</td>
</tr>
<tr>
<td>SED 146</td>
<td>Ind w/Except in Schl &amp; Comm</td>
<td>4</td>
</tr>
<tr>
<td>SED 347</td>
<td>C&amp;I:Inten Sup Needs Children</td>
<td>4</td>
</tr>
<tr>
<td>SEE 100</td>
<td>Intro to the Profession</td>
<td>0</td>
</tr>
<tr>
<td>SEE 106</td>
<td>Intro to Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>SEE 245</td>
<td>Curriculum &amp; Instruction</td>
<td>4</td>
</tr>
<tr>
<td>SEE 249</td>
<td>Prin &amp; Proc Eff Behav Mgmt</td>
<td>4</td>
</tr>
<tr>
<td>SEE 360</td>
<td>Literacy &amp; Lit Young Children</td>
<td>4</td>
</tr>
<tr>
<td>SEE 380</td>
<td>Literacy/Literature Intm Grds</td>
<td>4</td>
</tr>
<tr>
<td>SEE 385</td>
<td>Incl El Tchg:LangArts/Soc Stud</td>
<td>4</td>
</tr>
<tr>
<td>SEE 386</td>
<td>Incl El Tchg:Math/Sci Tech</td>
<td>4</td>
</tr>
<tr>
<td>EDU 102</td>
<td>Violence Prevention</td>
<td>0</td>
</tr>
<tr>
<td>EDU 103</td>
<td>Child Abuse Prevention</td>
<td>0</td>
</tr>
<tr>
<td>EDU 111</td>
<td>Dignity for All Students</td>
<td>0</td>
</tr>
<tr>
<td>SEE 485</td>
<td>Stud Tch Sem:Child Ed/Spec Ed</td>
<td>2</td>
</tr>
<tr>
<td>SEE 486</td>
<td>Portfolio: Spec Ed/Childhd Ed</td>
<td>1</td>
</tr>
<tr>
<td>SEE 495</td>
<td>SpecEd/Child Ed Student Tchg</td>
<td>9</td>
</tr>
</tbody>
</table>

Students who do not take CSC 104 Educational Computing must take EPY 370.

SEE 360: Students who transfer in a course that is equivalent to SEE 360 for 3 credits must also take SEE 362 for 1 credit.

**Academic Concentrations for Childhood Education/Special Education (Grades 1-6) Majors**

All Childhood Education/Special Education candidates must fulfill the College's Core requirements and must take additional liberal arts course work in an academic concentration to comply with New York State teacher certification regulations. The purpose of the academic concentration in a liberal arts or sciences discipline or an interdisciplinary field is to provide a focused depth and breadth of preparation and study, beyond the broad general education requirement, that will enable the Childhood Education/Special Education major to develop a degree of expertise in a chosen discipline or interdisciplinary field.

Childhood Education/Special Education majors are required to complete an academic concentration of 30-33 credits in one of the following disciplines: Biology, Computing and Logic, English, General Science, Mathematics, Social Studies or Spanish. The requirements of the academic concentrations are listed below.

**Biology Concentration (30 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 190</td>
<td>Principles of Biology 1</td>
<td>3</td>
</tr>
<tr>
<td>BIO 190L</td>
<td>Principles of Biology 1 Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 191</td>
<td>Principles of Biology 2</td>
<td>3</td>
</tr>
<tr>
<td>BIO 191L</td>
<td>Principles of Biology 2 Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 210L</td>
<td>Anatomy and Physiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>or BIO 350</td>
<td>General Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 350L</td>
<td>General Microbiology Lab</td>
<td>1</td>
</tr>
</tbody>
</table>
Two Biology Laboratory courses at 8
the 200-level or higher

CHM 190  Gen Chemistry I  3
CHM 190L  Gen Chemistry 1 Lab  1
CHM 191  Gen Chemistry II  3
CHM 191L  Gen Chemistry 2 Lab  1
SCI 350  Science in Modern Society  2

Computing and Logic Concentration (33-35 Credits)

Studying fundamental computer science lays the groundwork for a career of applied computational thinking applicable to any field. Computer science emphasizes algebra and mathematical reasoning, hence strengthening the overall preparation of a future teacher. A concentration in Computing and Logic goes far beyond providing knowledge of a computer-based toolset to use in the classroom. Students in this concentration will become better equipped in conceptualization, problem-solving and abstract thinking. This concentration supports the STEM coalition efforts to improve the way our students learn science, mathematics, technology and engineering.

Computer Science Courses (20-22 Credits)

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 104</td>
<td>Education Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 115</td>
<td>Fundamental Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>CSC 202</td>
<td>Intro to Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSC 252</td>
<td>Problem Solving w/JAVA</td>
<td>4</td>
</tr>
</tbody>
</table>

*CSC 202 and CSC 252 may each be taken only twice without faculty permission.

Choose Two 300-level Courses (6-8 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 302</td>
<td>Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CSC 317</td>
<td>Digital Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CSC 318</td>
<td>Applications for Cybersecurity</td>
<td>3</td>
</tr>
<tr>
<td>CSC 321</td>
<td>Database Mgmt Systems</td>
<td>4</td>
</tr>
<tr>
<td>CSC 325</td>
<td>Practical Cybersecurity</td>
<td>3</td>
</tr>
<tr>
<td>CSC 332</td>
<td>Microcomp Arch &amp; Prog</td>
<td>3</td>
</tr>
<tr>
<td>CSC 338</td>
<td>System Administration</td>
<td>3</td>
</tr>
<tr>
<td>CSC 342</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSC 344</td>
<td>Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>CSC 345</td>
<td>Operating Systems Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CSC 352</td>
<td>Adv Python Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSC 355</td>
<td>Internet Program I</td>
<td>3</td>
</tr>
<tr>
<td>CSC 370</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
<tr>
<td>CSC 375</td>
<td>App Development</td>
<td>3</td>
</tr>
<tr>
<td>CSC 380</td>
<td>Topics</td>
<td>3</td>
</tr>
<tr>
<td>CSC 381</td>
<td>Programming UNIX with C</td>
<td>3</td>
</tr>
<tr>
<td>CSC 382</td>
<td>Programming in C++</td>
<td>3</td>
</tr>
<tr>
<td>CSC 383</td>
<td>Programming in Python</td>
<td>2</td>
</tr>
<tr>
<td>CSC 385</td>
<td>Competitive Programming</td>
<td>1</td>
</tr>
<tr>
<td>CSC 395</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematics Courses (13 Credits)

Students who transfer in MAT 185 or MAT 190 or who score 36 on the math placement test are not required to take MAT 180 and may substitute the higher-level MAT course with advisor approval. In these cases, the higher-level MAT course satisfies the MAT 180 prerequisite for upper level courses.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 180</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 184</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 181</td>
<td>College Algebra II</td>
<td>4</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 185</td>
<td>Pre-Calculus Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Course (choose one):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 190</td>
<td>Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>MAT 201</td>
<td>Calculus 3</td>
<td>4</td>
</tr>
<tr>
<td>MAT 240</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 295</td>
<td>Discrete Math Structures</td>
<td>3</td>
</tr>
<tr>
<td>MAT 300</td>
<td>Geometries</td>
<td>3</td>
</tr>
<tr>
<td>MAT 302</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MAT 320</td>
<td>Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MAT 350</td>
<td>Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 372</td>
<td>Introduction to Probability</td>
<td>3</td>
</tr>
<tr>
<td>MAT 380</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 395</td>
<td>Discrete Mathematics II</td>
<td>3</td>
</tr>
</tbody>
</table>

English Language Arts Concentration (33 credits)

English Language Arts concentrators may not transfer in courses to fulfill their ELA requirements after they have matriculated at the College of Saint Rose.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 105</td>
<td>Expos Wrtg, Spkng, Rsrch Tech</td>
<td>4</td>
</tr>
<tr>
<td>ENG 114</td>
<td>Intro Lit Genres/Traditions</td>
<td>4</td>
</tr>
</tbody>
</table>

One 200-level early literature course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 223</td>
<td>Sympathy &amp; Early Amer Novel</td>
<td>4</td>
</tr>
<tr>
<td>ENG 226</td>
<td>Women &amp; Wrtg (Early Periods)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 230</td>
<td>Early British Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 244</td>
<td>Early World Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Earlier Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENG 261</td>
<td>Later Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENG 271</td>
<td>Crime&amp;Punish in Poe's America</td>
<td>4</td>
</tr>
</tbody>
</table>

One 200-level later literature course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 216</td>
<td>Black Literatures</td>
<td>4</td>
</tr>
<tr>
<td>ENG 217</td>
<td>Crime Fiction</td>
<td>4</td>
</tr>
<tr>
<td>ENG 221</td>
<td>20th-C. US Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Women &amp; Wrtg (Later Periods)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 228</td>
<td>Contemporary Fiction</td>
<td>4</td>
</tr>
<tr>
<td>ENG 229</td>
<td>Contemporary Poetry</td>
<td>4</td>
</tr>
<tr>
<td>ENG 231</td>
<td>Post-1800 British Lit</td>
<td>4</td>
</tr>
<tr>
<td>ENG 234</td>
<td>Comparative Ethnic US Lit</td>
<td>4</td>
</tr>
<tr>
<td>ENG 235</td>
<td>Latinx Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 236</td>
<td>Postcolonial Literatures</td>
<td>4</td>
</tr>
<tr>
<td>ENG 237</td>
<td>Asian American Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 238</td>
<td>Native American Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 245</td>
<td>Literary Movements</td>
<td>4</td>
</tr>
<tr>
<td>ENG 248</td>
<td>Queer Literary Studies</td>
<td>4</td>
</tr>
<tr>
<td>ENG 279</td>
<td>Film: Theory &amp; Practice</td>
<td>4</td>
</tr>
</tbody>
</table>

One diverse literature course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 126</td>
<td>Diverse Voices in Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 216</td>
<td>Black Literatures</td>
<td>4</td>
</tr>
<tr>
<td>ENG 226</td>
<td>Women &amp; Wrtg (Early Periods)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Women &amp; Wrtg (Later Periods)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 234</td>
<td>Comparative Ethnic US Lit</td>
<td>4</td>
</tr>
<tr>
<td>ENG 235</td>
<td>Latinx Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 236</td>
<td>Postcolonial Literatures</td>
<td>4</td>
</tr>
<tr>
<td>ENG 237</td>
<td>Asian American Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 238</td>
<td>Native American Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 248</td>
<td>Queer Literary Studies</td>
<td>4</td>
</tr>
<tr>
<td>ENG 336</td>
<td>Studies in Black Literatures</td>
<td>4</td>
</tr>
<tr>
<td>ENG 371</td>
<td>Studies in Women’s Literature</td>
<td>4</td>
</tr>
</tbody>
</table>
## Writing/Language course(s) - 4 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 201</td>
<td>Language and Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>ENG 206</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 246</td>
<td>Imaginative Wrtg Pract/Pedag</td>
<td>2</td>
</tr>
<tr>
<td>ENG 247</td>
<td>Nonfic Wrtg Wkshp/Pact/Pedag</td>
<td>2</td>
</tr>
<tr>
<td>ENG 251</td>
<td>Nonfiction Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 252</td>
<td>Writing for Digital Media</td>
<td>4</td>
</tr>
<tr>
<td>ENG 253</td>
<td>Intro to Digital Publishing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 254</td>
<td>Online Ltr Jnl Edit &amp; Pub</td>
<td>4</td>
</tr>
<tr>
<td>ENG 255</td>
<td>Writing Digit Media Criticism</td>
<td>4</td>
</tr>
<tr>
<td>COM 221</td>
<td>Mobile Journalism</td>
<td>3</td>
</tr>
</tbody>
</table>

### One communication course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 206</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 240</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 241</td>
<td>Gender and Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 242</td>
<td>Communication and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ENG 115</td>
<td>Intro to Digital Media</td>
<td>4</td>
</tr>
<tr>
<td>ENG 279</td>
<td>Film: Theory &amp; Practice</td>
<td>4</td>
</tr>
</tbody>
</table>

### One performance arts course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 218</td>
<td>Oral Interpret of Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 219</td>
<td>Poetry in Performance</td>
<td>4</td>
</tr>
</tbody>
</table>

### Two credits in teaching topics courses OR one additional literature course from those listed above (2 or 4 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 246</td>
<td>Imaginative Wrtg Pract/Pedag</td>
<td>2</td>
</tr>
<tr>
<td>ENG 247</td>
<td>Nonfic Wrtg Wkshp/Pact/Pedag</td>
<td>2</td>
</tr>
<tr>
<td>ENG 272</td>
<td>Literature Topics/Tchrs</td>
<td>2</td>
</tr>
<tr>
<td>ENG 273</td>
<td>Language Topics/Tchrs</td>
<td>2</td>
</tr>
<tr>
<td>ENG 274</td>
<td>Performance Topics</td>
<td>2</td>
</tr>
<tr>
<td>ENG 275</td>
<td>Comp &amp; Rhetoric/Tchrs</td>
<td>2</td>
</tr>
<tr>
<td>ENG 276</td>
<td>Film/Media Topics/Tchrs</td>
<td>2</td>
</tr>
<tr>
<td>ENG 292</td>
<td>Literature Short Crse/Tchrs</td>
<td>1</td>
</tr>
<tr>
<td>ENG 295</td>
<td>Writing Short Crse/Tchrs</td>
<td>1</td>
</tr>
<tr>
<td>ENG 296</td>
<td>Film/Media Short Course</td>
<td>1</td>
</tr>
</tbody>
</table>

## General Science Concentration (30 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 112</td>
<td>Environmental Science</td>
<td>4</td>
</tr>
<tr>
<td>BIO 190</td>
<td>Principles of Biology 1</td>
<td>3</td>
</tr>
<tr>
<td>BIO 190L</td>
<td>Principles of Biology 1 Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 191</td>
<td>Principles of Biology 2</td>
<td>3</td>
</tr>
<tr>
<td>BIO 191L</td>
<td>Principles of Biology 2 Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHM 190</td>
<td>Gen Chemistry 1</td>
<td>3</td>
</tr>
<tr>
<td>CHM 190L</td>
<td>Gen Chemistry 1 Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHM 191</td>
<td>Gen Chemistry 2</td>
<td>3</td>
</tr>
<tr>
<td>CHM 191L</td>
<td>Gen Chemistry 2 Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHY 190</td>
<td>Fundamentals of Physics 1</td>
<td>3</td>
</tr>
<tr>
<td>PHY 190L</td>
<td>Fundamentals of Physics 1 Lab</td>
<td>1</td>
</tr>
<tr>
<td>SCI 350</td>
<td>Science in Modern Society</td>
<td>2</td>
</tr>
</tbody>
</table>

## Mathematics Concentration (30-32 credits)

### Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 180</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 181</td>
<td>College Algebra II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 184</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 185</td>
<td>Pre-Calculus Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 190</td>
<td>Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>CSC 202</td>
<td>Intro to Programming</td>
<td>4</td>
</tr>
</tbody>
</table>

## Depth of Study (9-11 credits)

### Choose two courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 201</td>
<td>Calculus 3</td>
<td>4</td>
</tr>
<tr>
<td>MAT 240</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 295</td>
<td>Discrete Math Structures</td>
<td>3</td>
</tr>
<tr>
<td>MAT 300</td>
<td>Geometries</td>
<td>3</td>
</tr>
<tr>
<td>MAT 302</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MAT 320</td>
<td>Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MAT 350</td>
<td>Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 372</td>
<td>Introduction to Probability</td>
<td>3</td>
</tr>
<tr>
<td>MAT 380</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 395</td>
<td>Discrete Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 480</td>
<td>Topics in Mathematics</td>
<td>1 to 4</td>
</tr>
</tbody>
</table>

## Social Studies Concentration (32 credits)

Social Studies concentrators may not transfer in core courses after they have matriculated at The College of St. Rose; six out of eight of the content courses in the concentration must be completed at Saint Rose.

### Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 112</td>
<td>Critical Analysis US Politics</td>
<td>4</td>
</tr>
<tr>
<td>POS 142</td>
<td>Political Ideologies</td>
<td>4</td>
</tr>
<tr>
<td>HIS 204</td>
<td>Social Studies Economics</td>
<td>4</td>
</tr>
<tr>
<td>HIS 215</td>
<td>New York State, 1600-1945</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>HIS 227</td>
<td>US History since 1865</td>
</tr>
<tr>
<td>HIS 226</td>
<td>US History to 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS 300</td>
<td>Wld Historical&amp;Political Geog</td>
<td>4</td>
</tr>
</tbody>
</table>

Students must pass HIS 215 or HIS 227 in their first year with a C grade or better. HIS 215 may only be repeated once and serves as a pre-requisite for HIS 204.

### Additional Coursework:

#### Choose one additional 100- or 200-level POS course (4 credits)

### Choose one 100- or 200-level non-US HIS course (4 credits)

## Spanish Concentration (30 credits)

### Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 203</td>
<td>Memory and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPA 204</td>
<td>Discovery and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPA 216</td>
<td>Spanish Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SPA 300</td>
<td>Spanish Written Expression</td>
<td>3</td>
</tr>
<tr>
<td>SPA 301</td>
<td>Reading for Comprehension</td>
<td>3</td>
</tr>
<tr>
<td>SPA 325</td>
<td>Advanced Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SPA 414</td>
<td>Applied Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

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

If SPA 203, SPA 204, and SPA 216 are waived, the student needs to replace each of them with 3 hours of upper-level elective courses.

### One additional course chosen from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 305</td>
<td>Survey Spanish Literature 1</td>
<td>3</td>
</tr>
<tr>
<td>SPA 306</td>
<td>Survey Spanish Literature 2</td>
<td>3</td>
</tr>
<tr>
<td>SPA 307</td>
<td>Survey Spanish-American Lit</td>
<td>3</td>
</tr>
</tbody>
</table>

## Two Spanish 300-400 level elective courses (6 credits)

### Internship/Field Experiences/Service:

Students are required to complete a total of 162 hours of field experience prior to student teaching. Field experiences require
students to observe, complete course-related assignments, and teach in a variety of settings including but not limited to high-needs/urban schools and inclusive classrooms.

**Field experiences ranging from 10 to 21 hours are required for the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 146</td>
<td>Ind w/Except in Schl &amp; Comm</td>
<td>4</td>
</tr>
<tr>
<td>SEE 245</td>
<td>Curriculum &amp; Instruction</td>
<td>4</td>
</tr>
<tr>
<td>SEE 249</td>
<td>Prin &amp; Proc Eff Behav Mgmt</td>
<td>4</td>
</tr>
<tr>
<td>SED 347</td>
<td>C&amp;I: Int Sup Needs Children</td>
<td>4</td>
</tr>
<tr>
<td>SEE 360</td>
<td>Literacy &amp; Lit Young Children</td>
<td>4</td>
</tr>
<tr>
<td>SEE 380</td>
<td>Literacy/Literature Interm Grds</td>
<td>4</td>
</tr>
</tbody>
</table>

A special feature of the Special Education/Childhood Education program is the integrated methods block of coursework. This includes a 70-hour field experience when students spend two full days per week working in schools. Students enroll in SEE 385 Social Studies and English Language Arts Instruction: Teaching in Inclusive Elementary Settings and SEE 386 Mathematics, Science and Technology: Teaching in Inclusive Elementary Settings the semester prior to student teaching. Student teaching occurs at both the primary (1-3) and the intermediate (4-6) elementary levels with one of the placements in a special education or inclusive education setting and one placement in a general education setting.

Fingerprinting clearance from The New York State Department of Education is required for all field experiences. Fingerprinting information is available on the New York State Department of Education “TEACH” website http://www.highered.nysed.gov/tcert/teach. Students should note that education courses with field experiences have catalog course descriptions that include a statement on mandatory fingerprinting.

**Culminating Academic Experiences:**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEE 485</td>
<td>Stud Tch Sem:Child Ed/Spec Ed</td>
<td>2</td>
</tr>
<tr>
<td>SEE 486</td>
<td>Portfolio: Spec Ed/Chldhd Ed</td>
<td>1</td>
</tr>
<tr>
<td>SEE 495</td>
<td>SpecEd/Child Ed Student Tchg</td>
<td>9</td>
</tr>
</tbody>
</table>

**Suggested 4 Year Course Plan:**

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

**Year 1**

- Fall (15 Credits)
  - Core course (3 cr)
  - Core course (3 cr)

- Core course (3 cr)

- Core course (3 cr)

- Core course (3 cr)

- Concentration course (3 cr)

**Spring (16 Credits)**

- Core course (3 cr)
- Core course (3 cr)
- Core course (3 cr)
- Concentration course (3 cr)

**Year 2**

- Fall (16 Credits)
  - Core course (3 cr)
  - Core course (3 cr)
  - Concentration course (3 cr)

- Concentration course (3 cr)

- Concentration course (3 cr)

- SED 146 (4 cr)

- Spring (16 Credits)
  - Core course (3 cr)
  - Concentration course (3 cr)
  - Concentration course (3 cr)

  - EPY 350 (3 cr)
  - SEE 245 (4 cr)

**Year 3**

- Fall (16 Credits)

  - Concentration course (3 cr)

- Concentration course (3 cr)

- CSD 235 (3 cr)

- EDU 300 (3 cr)

- SEE 249 (4 cr)

- Spring (17 Credits)

  - Core course (3 cr)

  - Concentration course (3 cr)

  - SED 347 (4 cr)

**Year 4**

- Fall (15 Credits)

  - Core/Concentration course (3 cr)

  - SEE 385 (4 cr)
Grades 7-9 Extension (Optional):
Extensions are not required as part of the Childhood Education/Special Education major at Saint Rose. The New York State Education Department offers an extension for grades 7-9 to the initial teaching certificate obtained for Childhood Education (Grades 1-6). An extension will show that the certified childhood education teacher has additional expertise to teach a subject in grades 7-9. Subjects for the 7-9 Extension are: Biology, English, Mathematics, and Social Studies. Childhood Education/Special Education majors who wish the College to recommend them to the New York State Education Department for an extension must complete an academic concentration of at least 30 credits in the extension area, all requirements for the Childhood Education/Special Education (Grades 1-6) program, all requirements for initial teacher certification in Childhood Education, must obtain fingerprint clearance prior to beginning all field experiences, and the following additional requirements.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEE 386</td>
<td>(4 cr)</td>
<td></td>
</tr>
<tr>
<td>SEE 380</td>
<td>(4 cr)</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>(12 Credits)</td>
<td></td>
</tr>
<tr>
<td>SEE 485</td>
<td>(2 cr)</td>
<td></td>
</tr>
<tr>
<td>SEE 495</td>
<td>(9 cr)</td>
<td></td>
</tr>
<tr>
<td>SEE 486</td>
<td>(1 cr)</td>
<td></td>
</tr>
</tbody>
</table>

**Career Opportunities and Graduate Study:**

In order to be eligible for initial teacher certification in New York State, students must pass required New York State Teacher Certification Examinations and obtain fingerprint clearance. The School of Education offers preparation workshops for these exams. Information about test dates, sample questions, and scoring are available at www.nystce.nesinc.com. The pass rate on New York State Teacher Certification Examinations for students at The College of Saint Rose was 97% for the 2008-2009 academic year. Within five years, teachers with initial certification must apply for an academic concentration of at least 30 credits in the extension area, all requirements for the Childhood Education/Special Education (Grades 1-6) program, all requirements for initial teacher certification in Childhood Education, must obtain fingerprint clearance prior to beginning all field experiences, and the following additional requirements.

**Find Out More:**

Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/

**Communication Sciences and Disorders – BS**

**Program Overview:**

The undergraduate program in Communication Sciences and Disorders at The College of Saint Rose is designed to empower students with the knowledge, understanding, skills, and professional characteristics necessary to succeed in graduate studies in communication sciences and disorders or a related field and, ultimately, to effectively serve individuals with communication-related and swallowing disorders and differences. The following competencies reflect the primary purpose of this program.

Upon graduation with a Bachelor of Science in Communication Sciences and Disorders, the students will:

- be prepared for graduate studies in communication sciences and disorders and/or related disciplines
- understand basic human communication and swallowing processes
- integrate liberal arts and sciences education with the program’s pre-professional, clinical education
- understand typical, disordered, delayed, and different communication systems and behaviors across the lifespan, within a framework of respect for cultural diversity
- demonstrate basic clinical skills that are consistent with evidence-based practice (EBP) and inter-professional collaboration
- assimilate classroom instruction and clinical decision-making in preparation for clinical work
- understand professional issues that face practitioners in the communication sciences and disorders field
- demonstrate professional attributes consistent with the department’s clinical philosophy
- be able to use the preparation acquired in their Communication Sciences and Disorders (CSD) major as a foundation for work or further study in other disciplines.

Program requirements can be applied toward New York State Certification as a Teacher of Students with Speech and Language Disabilities once a degree has been granted by an accredited graduate program in communication sciences and disorders. They can also be applied toward New York State license and a Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA) in speech-language pathology upon completion of an appropriate graduate program. Undergraduate students are required to attend program meetings and to consult regularly with their advisors to be assured that their curriculum meets ASHA requirements as well as those of the College.

Undergraduate CSD majors in non-accelerated programs must earn a minimum of C+ in all courses with a CSD prefix, including CSD 370, as well as EDU 300, EPY 350, EPY 244, EPY 370, and SED 450; and maintain a 2.75 index in the major. Students are permitted to repeat an academic course only once, and a maximum of two academic courses may be repeated in the major. However, students earning two grades of F in the major will be dismissed from the CSD program. Courses within the major that are repeated must be completed at The College of Saint Rose. Students repeating a pre-requisite course may not take the next course in the sequence until the pre-requisite has been successfully completed. Students who earn a grade of Incomplete (I) in a clinical practicum must repeat the clinical experience and earn a minimum grade of C+. Students may not count the clinical clock hours or the academic hours for which they receive an unsatisfactory grade. Please refer to the CSD undergraduate program manual for additional policies and procedures for successful completion of the program. Specific
requirements for students in accelerated programs are described below.

As part of the School of Education, the department monitors the development of students' professional qualities, which is consistent with the Communication Sciences and Disorders Department's belief that interpersonal communication and professionalism are key attributes for professional practice in communication disorders. Information about this process will be provided to students in program meetings and through the CSD program manual.

The Communication Sciences and Disorders program is a competency-based program. Therefore, students will be involved in a sequence of field experiences, many of which are off campus. The sequence of required fieldwork is as follows:

**Clinical Sequence Leading to Practicum:**

**Community Involvement Experience** (CSD 105)

**Clinical Methods** (CSD 360)

**Supervised Observation** (CSD 360L)

**Supervised Clinical Practicum** (CSD 370)

**Clinical Practicum Seminar** (CSD 371)

**Program Contacts:**

Dr. Jack Pickering

*Co-Chair, Communication Sciences and Disorders Department*

Email: pickerij@strose.edu

Dr. David DeBonis

*Co-Chair, Communication Sciences and Disorders Department*

Email: debonisd@strose.edu

Program Webpage: Communication Sciences & Disorders, BS

**Program Requirements:**

**Major in Communication Sciences and Disorders (73-74 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 100</td>
<td>Survey of Comm Sci &amp; Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 105</td>
<td>Community Involvement Exp</td>
<td>1</td>
</tr>
<tr>
<td>CSD 109</td>
<td>Phonetics</td>
<td>4</td>
</tr>
<tr>
<td>CSD 204</td>
<td>Anatomy&amp;Physiol Spch/Swallow</td>
<td>4</td>
</tr>
<tr>
<td>CSD 219</td>
<td>Speech Sound Devolpm Disorders</td>
<td>4</td>
</tr>
<tr>
<td>CSD 225</td>
<td>Hearing Disorders &amp; Assessmnt</td>
<td>3</td>
</tr>
<tr>
<td>CSD 240</td>
<td>Language Development</td>
<td>3</td>
</tr>
<tr>
<td>EPY 241</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CSD 245</td>
<td>Intro to Research Meth in CSD</td>
<td>3</td>
</tr>
<tr>
<td>CSD 345</td>
<td>Language Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>CSD 346</td>
<td>Cognition, Commun, &amp; Behavior</td>
<td>3</td>
</tr>
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<td>CSD 360</td>
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</tr>
<tr>
<td>CSD 360L</td>
<td>Supervised Observation Lab</td>
<td>1</td>
</tr>
<tr>
<td>CSD 370</td>
<td>Sprvsd Clinical Practicum</td>
<td>1</td>
</tr>
<tr>
<td>CSD 371</td>
<td>Clinical Practicum Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CSD 385</td>
<td>Voice &amp; Resonance</td>
<td>2</td>
</tr>
<tr>
<td>CSD 386</td>
<td>Foundations of Fluency</td>
<td>2</td>
</tr>
<tr>
<td>CSD 430</td>
<td>Aural Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>CSD 490</td>
<td>Undergraduate Capstone in CSD</td>
<td>2</td>
</tr>
<tr>
<td>SED 450</td>
<td>Organ Spch./Lang./Hr Sch Prog</td>
<td>3</td>
</tr>
<tr>
<td>EDU 300</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EPY 244</td>
<td>Child &amp; Adolescent Development</td>
<td>4</td>
</tr>
<tr>
<td>EPY 370</td>
<td>Ed Psych/Instruct Tech</td>
<td>4</td>
</tr>
<tr>
<td>PSY 110</td>
<td>Foundations of Psychology 1</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
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</tr>
<tr>
<td>PSY 111</td>
<td>Foundations of Psychology 2</td>
<td>3</td>
</tr>
<tr>
<td>PSY 363</td>
<td>Abnormal Psychology</td>
<td>3</td>
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<tr>
<td>or</td>
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<tr>
<td>PSY 420</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SWK 114</td>
<td>Intro to SWK-Self-Awar &amp; Soc R</td>
<td>3</td>
</tr>
<tr>
<td>PHY 100</td>
<td>Introduction to Physics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 102</td>
<td>Violence Prevention</td>
<td>0</td>
</tr>
<tr>
<td>EDU 103</td>
<td>Child Abuse Prevention</td>
<td>0</td>
</tr>
<tr>
<td>EDU 111</td>
<td>Dignity for All Students</td>
<td>0</td>
</tr>
<tr>
<td>EPY 337</td>
<td>Substance Use Prevention</td>
<td>0</td>
</tr>
</tbody>
</table>

EPY 370: Students can also take EPY 350 Educational Psychology (3 credits) and CSC 204 Educational Computing (3 credits) in the Liberal Education Core to satisfy this requirement.

All Communication Sciences and Disorders majors must meet the Liberal Education Core requirements of the College, including one course in non-English language. This course will satisfy the Study of World Languages & Cultures requirement.

There are opportunities for students to engage in undergraduate research, including but not limited to, CSD 495: Directed Research and CSD 499: Independent Study.

**Internship/Field Experiences/Service:**

The Communication Sciences and Disorders program is a competency-based program. Therefore, students will be involved in a sequence of observations, academic and clinical experiences. The sequence of required fieldwork is as follows:

**Clinical Methods (CSD 360)**

This course covers the theoretical bases for treatment of individuals with communication disorders and procedures for implementing change within a therapy session. Ethical behavior, professional responsibility, and knowledge of evidence-based practice are examined in relation to the practice of speech-language pathology. Principles and techniques are taught for writing treatment plans, Individual Education Plans, behavioral objectives, lesson plans, reports and collecting data. Course content includes such topics as curriculum-based treatment, consultation and collaboration, family intervention, group treatment and issues related to diverse populations. The development of writing skills is emphasized over the course of the semester. Undergraduate students register for this 3 credit course and the 1 credit lab. Prerequisites: CSD 100, CSD 219, CSD 345. Fall, Spring.

**Supervised Observation Lab (CSD 360L)**

This course will provide students with 25 supervised observation hours of diagnostic and therapy sessions with clients who have speech, language and/or hearing disorders. Fall, Spring, Summer Undergraduate students register for this 1 credit lab, plus the 3 credit CSD 360 course. Graduate students completing pre-requisite observation hours register for this 1 credit lab only.

**Supervised Clinical Practicum (CSD 370)**

This required field work offers opportunities for exposure to the clinical process with individuals having communication disorders through work with clients under the supervision of an SLP.
Students are required to participate 9 to 10 hours per week. (Student schedules need to allow for M-F availability from 8 am to noon.) Application for the placement is obtained via the Undergraduate Hub on Canvas during the previous semester. Co-requisite: CSD 371. Prerequisite: CSD 360. Fall and Spring.

**Clinical Practicum Seminar (CSD 371)**

This course (seminar) provides students with a forum to discuss clinical issues related to their clinical practicum experience. It provides opportunities for students to exchange ideas, problem solve clinical issues, and discuss clinical topics that support their clinical practicum experience. This is a weekly seminar. Co-requisite: CSD 370. Prerequisite: CSD 360. Fall and Spring.

**Culminating Academic Experiences:**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 370</td>
<td>Sprvsd Clinical Practicum</td>
<td>1</td>
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<tr>
<td>CSD 371</td>
<td>Clinical Practicum Seminar</td>
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</tr>
<tr>
<td>CSD 490</td>
<td>Undergraduate Capstone in CSD</td>
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</table>

**Sample 4 Year Course Plan:**

**First Years:**

**First Years Beginning in Fall:**

<table>
<thead>
<tr>
<th>Year 1:</th>
</tr>
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<tbody>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>CSD 100 Survey of CSD (3)</td>
</tr>
<tr>
<td>CSD 105 Community Involvement (1)</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>CSD 204 A&amp;P (4)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Year 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>CSD 109 Phonetics (4)</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>CSD 219 Speech Sound Disorders (4)</td>
</tr>
<tr>
<td>PHY 100 Intro to Physics (3)</td>
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<tr>
<td>PSY 110 or 111 Foundations of Psychology (3)</td>
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<table>
<thead>
<tr>
<th>Year 3:</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>CSD 240 Language Development (3)</td>
</tr>
<tr>
<td>EPY 241 Intro to Stars (3)</td>
</tr>
<tr>
<td>CSD 385 Foundations of Fluency (2)</td>
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<tr>
<td>CSD 386 Voice and Resonance (2)</td>
</tr>
<tr>
<td>PSY 420 Cognitive Psychology or PSY 363 Abnormal Psychology (3)</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>CSD 225 Hearing Disorders and Assessment (3)</td>
</tr>
<tr>
<td>CSD 245 Intro to Research Methods in CSD (3)</td>
</tr>
<tr>
<td>CSD 345 Language Disorders (3)</td>
</tr>
<tr>
<td>SWK 114 Self Aware./Soc. Relations (3)</td>
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**First Years Beginning in the Spring:**

<table>
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<th>Year 1:</th>
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<table>
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<tr>
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<tbody>
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<td>Fall</td>
</tr>
<tr>
<td>CSD 100 Survey of CSD (3)</td>
</tr>
<tr>
<td>CSD 204 A&amp;P (4)</td>
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<table>
<thead>
<tr>
<th>Year 3:</th>
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<tbody>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>CSD 105 Community Involvement (1)</td>
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<tr>
<td>CSD 109 Phonetics (4)</td>
</tr>
<tr>
<td>CSD 240 Language Development (3)</td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>CSD 219 Speech Sound Disorders (4)</td>
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<tr>
<td>CSD 225 Hearing Disorders and Assessment (3)</td>
</tr>
<tr>
<td>CSD 345 Language Disorders (3)</td>
</tr>
<tr>
<td>PHY 100 Intro to Physics (3)</td>
</tr>
<tr>
<td>PSY 110 or 111 Foundations of Psychology (3)</td>
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<tr>
<th>Year 4:</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>CSD 370 Clinical Practicum (1)</td>
</tr>
<tr>
<td>CSD 371 Practicum Seminar (1)</td>
</tr>
<tr>
<td>CSD 430 Aural Rehab (3)</td>
</tr>
<tr>
<td>CSD 490 Undergrad Capstone in CSD (2)</td>
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<tr>
<th><strong>Spring</strong></th>
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<tbody>
<tr>
<td>CSD 225 Hearing Disorders and Assessment (3)</td>
</tr>
<tr>
<td>CSD 245 Intro to Research Methods in CSD (3)</td>
</tr>
<tr>
<td>CSD 345 Language Disorders (3)</td>
</tr>
<tr>
<td>SWK 114 Self Aware./Soc. Relations (3)</td>
</tr>
</tbody>
</table>
EPY 241 Intro to Stats (3)
CSD 385 Foundations of Fluency (2)
CSD 386 Voice and Resonance (2)
CSD 346 Cognition, Comm. & Behavior (3)

**Spring**
CSD 245 Intro to Research Methods in CSD (3)
PSY 420 Cognitive Psychology or PSY 363 Abnormal Psychology (3)

**Year 4:**
**Fall**
CSD 360 Clinical Methods (3)
CSD 360L Supervised Observation (1)
SED 450 Public Schools (3)

**Spring**
CSD 370 Clinical Practicum (1)
CSD 371 Practicum Seminar (1)
CSD 430 Aural Rehab (3)
CSD 490 Undergrad Capstone in CSD (2)

**OTHER REQUIRED COURSES IN THE MAJOR**
Students can take the following required courses during or after their sophomore year:
EDU 300 Foundations of Education (3 cr.)
EPY 244 Life-Span Human Development or Equiv. (3-4 cr.)
EPY 370 Educational Psychology (4 cr.)* OR EPY 350 Educational Psychology (3 credits) and CIS 204 Educational Computing (3 credits)
EPY 337 Substance Abuse Workshop (0 cr.)
EDU 102 Violence Prevention Workshop (0 cr.)
EDU 103 Child Abuse Workshop (0 cr.)
EDU 111 Dignity for All Students Workshop (0 cr.)

Through all subsequent stages of the program, students are required to maintain a 2.75 GPA in the major and a grade of C+ or better in each major course. Students are only allowed to repeat an academic course once, and a maximum of two academic courses may be repeated in the major (see catalogue for details).

**NOTE:** Students must earn 120 total credits to complete the undergraduate degree.

**Transfers:**

**Transfers Starting in Fall:**

**Year 1:**
**Fall**
CSD 100 Survey of CSD (3)
CSD 105 Community Involvement (1)
CSD 109 Phonetics (4)
CSD 240 Language Development (3)
EPY 241 Intro to Stats (3)

**Spring**
CSD 204 A&P (4)
CSD 219 Speech Sound Disorders (4)
CSD 225 Hearing Disorders and Assessment (3)
CSD 345 Language Disorders (3)
PHY 100 Intro to Physics (3)

**Summer**
PSY 110 or 111 Foundations of Psychology (3)

**Year 2:**
**Fall**
CSD 346 Cognition, Comm. & Behavior (3)
CSD 360 Clinical Methods (3)
CSD 360L Supervised Observation (1)
CSD 385 Foundations of Fluency (2)
CSD 386 Voice and Resonance (2)
PSY 420 Cognitive Psychology or PSY 363 Abnormal Psychology (3)

**Spring**
CSD 245 Intro to Research Methods in CSD (3)
CSD 370 Clinical Practicum (1)
CSD 371 Practicum Seminar (1)
CSD 430 Aural Rehab (3)
CSD 490 Undergrad Capstone in CSD (2)
SED 450 Public Schools (3)

**Transfers Starting in the Spring:**

**Year 1:**
**Spring**
CSD 100 Survey of CSD (3)
CSD 204 A&P (4)
PHY 100 Intro to Physics (3)

**Fall**
CSD 105 Community Involvement (1)
CSD 109 Phonetics (4)  
CSD 240 Language Development (3)  
CSD 385 Foundations of Fluency (2)  
CSD 386 Voice and Resonance (2)  
EPY 241 Intro to Stats (3)  

Year 2:  
Spring  
CSD 219 Speech Sound Disorders (4)  
CSD 225 Hearing Disorders and Assessment (3)  
CSD 245 Intro to Research Methods in CSD (3)  
CSD 345 Language Disorders (3)  

Fall  
CSD 346 Cognition, Comm. & Behavior (3)  
CSD 360 Clinical Methods (3)  
CSD 360L Supervised Observation (1)  
PSY 110 or 111 Foundations of Psychology (3)  
SED 450 Public Schools (3)  

Year 3:  
Spring  
CSD 370 Clinical Practicum (1)  
CSD 371 Practicum Seminar (1)  
CSD 430 Aural Rehab (3)  
CSD 490 Undergrad Capstone in CSD (2)  
PSY 420 Cognitive Psychology or PSY 363 Abnormal Psychology (3)  
SWK 114 Self-aware and Social Rel. (3)  

OTHER REQUIRED COURSES IN THE MAJOR  
Students can take the following required courses during or after their sophomore year:  
EDU 300 Foundations of Education (3 cr.)  
EPY 244 Life-Span Human Development or Equiv. (3-4 cr.)  
EPY 370 Educational Psychology (4 cr.)* OR EPY 350 Educational Psychology (3 credits) and CIS 204 Educational Computing (3 credits)  
EPY 337 Substance Abuse Workshop (0 cr.)  
EDU 102 Violence Prevention Workshop (0 cr.)  
EDU 103 Child Abuse Workshop (0 cr.)  
EDU 111 Dignity for All Students Workshop (0 cr.)  

Through all subsequent stages of the program, students are required to maintain a 2.75 GPA in the major and a grade of C+ or better in each major course. Students are only allowed to repeat an academic course once, and a maximum of two academic courses may be repeated in the major (see catalogue for details).  
NOTE: Students must earn 120 total credits to complete the undergraduate degree.  

Accelerated Degree Option: Communication Sciences and Disorders BS + MSED:  
Incoming First Year Students:  
Criteria for Acceptance into the Accelerated Program Entered as an Incoming First Year:  
1. Score of 1200 (out of 1600) on the SATs or 28 on the ACTs.  
2. Average of 90 in both English and Science courses.  
3. At least one letter of recommendation from a teacher who can comment on your academic performance and potential for success in an advanced program.  
4. Successful interview and writing sample with a member of the CSD department.  
Sample Course Sequence for Students Entering the Accelerated BS/MSED Program as First Year Students:  
This guide includes required courses with CSD prefixes (45 credits), specific required courses without CSD prefixes (19 credits), the 33 liberal education credits, and the 10 education credits for teacher certification.
### Sample Graduate Course Sequence for Semesters 2 Through 5 to complete the Master's degree:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>2 Summer</td>
<td>CSD 580 First Practicum</td>
<td>2</td>
<td>CSD 587 Student Practicum</td>
<td>2</td>
<td>CSD 545 Effective Communication</td>
<td>1</td>
</tr>
<tr>
<td>3 Fall</td>
<td>CSD 586 Teaching Practicum</td>
<td>2</td>
<td>CSD 536 Clinical Practicum Seminar</td>
<td>2</td>
<td>CSD 590 Capston</td>
<td>1 cr.</td>
</tr>
<tr>
<td>4 Spring</td>
<td>CSD 585 Council Practicum</td>
<td>2</td>
<td>CSD 594 Speech Disorder</td>
<td>3 cr.</td>
<td>CSD 593 Research Methods</td>
<td>1 cr.</td>
</tr>
<tr>
<td>5 Summer</td>
<td>CSD 533 Fluency Disorders</td>
<td>3 cr.</td>
<td>CSD 575 Counseling</td>
<td>3 cr.</td>
<td>CSD 999 Elective</td>
<td>-3 cr.</td>
</tr>
</tbody>
</table>

### Requirements for the Communication Sciences and Disorders MSED program can be found in our current Graduate Catalog.

### Criteria for Remaining in the Accelerated Program Entered as First Year:

1. No grade in CSD courses less than a B.
2. A grade of “pass” on the undergraduate clinical placement.
3. No ongoing concerns regarding attainment of professional qualities.
4. Meeting with the academic advisor at least one time each semester.
5. Overall GPA for undergraduate courses must not drop below a 2.75.
6. Students can receive no more than one C in a graduate level course. A second C in a graduate level course will result in dismissal from the program.

### Current Students:

Criteria for Acceptance into the Accelerated Program Entered in the Junior Year:

- Graduation Semesters 2 through 5
- 120 credits earned in 4 years, including 12 graduate credits
- Overall GPA for undergraduate courses must not drop below a 2.75.
- Students can receive no more than one C in a graduate level course. A second C in a graduate level course will result in dismissal from the program.
1. A grade of B+ of better in the following courses taken during the first and sophomore years: CSD 100, 109, 204, 219, 240, 225, 345.

2. A minimum overall GPA of 3.25.

3. Successful completion of an interview and spontaneous writing sample.

4. Department endorsement.

5. No ongoing PQA concerns.

6. Email indicating interest in this program can be sent to Dave DeBonis at debonisd@strose.edu.

Sample Course Sequence for Students Whose Goal is to Apply for the Accelerated BS+MSED Program at the End of Their Sophomore Year:

During the first and sophomore years, students would follow the typical CSD course sequence already provided for non-transfers starting in the Fall. Those qualified to enter the accelerated program would begin an accelerated sequence in the junior year. What follows is a sample and adjustments can be made depending on the needs of the student.

This guide includes required courses with CSD prefixes (45 credits), specific required courses without CSD prefixes (19 credits), the 33 liberal education credits, and the 10 education credits for teacher certification.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CSD 100 Survey of CSD 3 cr. CSD 105 Community Involvement 1 cr. ENG 105 Expository Writing 4 cr. (C1) PHI/RLS Core course 3 cr. (C4) PSY 110 or 111 Found. of Psych. 3 cr. (C8)</td>
<td>CSD 204 A &amp; P 4 cr. CSD 225 Hearing Disorders 3 cr. World Language Core Course 3 cr. (C3) History Core course 3 cr. (C9) BIO lab science Core course 4 cr. (C5)</td>
</tr>
<tr>
<td>2</td>
<td>CSD 109 Phonetics 4 cr. CSD 240 Lang. Dev. 3 cr. CSD 385 Voice and Resonance 2 cr. CSD 386 Foundations of Fluency 2 cr. World Language Core course 3 cr. (C3) General elective course 1 cr.</td>
<td>CSD 219 Speech Sound Disorders 4 cr. CSD 345 Language Disorders 3 cr. PHY 100 Intro. To Physics 3 cr. Math. Reasoning Core course 3 cr. (C6) EPY 350 Educational Psych. 3 cr.</td>
</tr>
</tbody>
</table>

NOTE: At the end of this semester, the student would have adequate credits and courses to be reviewed for admittance into the Accelerated Program.

CSD 370 Clinical Practicum 1 cr. CSD 371 Clinical Practicum Seminar 1 cr. CSD 430 Aural Rehabilitation 3 cr. SED 450 Speech-Lang. in Schools 3 cr. Literature Core course 4 cr. (C2)

CSD 575 Counseling 3 cr. CSD 530 Language Disorders in Adults 3 cr. CSD 525 Language in School-Aged Children 3 cr. CSD 533 Fluency Disorder 3 cr.

12 graduate credits

120 credits earned in 4 years, including
### Sample Graduate Course Sequence for Semesters 2 Through 5 to complete the Master’s degree:

<table>
<thead>
<tr>
<th>Graduate Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Summer</td>
<td>CSD 587 Student Practicum m-2 cr. CSD 545 Audiolo gy - 3 cr. CSD 536 Seminar</td>
</tr>
<tr>
<td>3 Fall</td>
<td>CSD 586 First Practicum of Practicum Effective CSD 589 Swallow ng - 2 cr.</td>
</tr>
<tr>
<td>4 Spring</td>
<td>CSD 585 Student Practicum Council of Practicum - 2 cr. CSD 590 Capston - 1 cr.</td>
</tr>
<tr>
<td>5 Summer</td>
<td>CSD 585 Student Practicum Council of Practicum - 2 cr. CSD 590 Capston - 1 cr.</td>
</tr>
</tbody>
</table>

**12 graduate credits**

### Criteria for Remaining in the Accelerated Program Entered in the Junior Year:

1. No grade in CSD courses less than a B.
2. A grade of “pass” on the undergraduate clinical placement.
3. No ongoing concerns regarding attainment of professional qualities.
4. Meeting with the academic advisor at least one time each semester.
5. Overall GPA for undergraduate courses must not drop below a 2.75.
6. Students can receive no more than one C in a graduate level course. A second C in a graduate level course will result in dismissal from the program.

### Incoming Transfer Students:

**Criteria for Acceptance into the Accelerated Program Entered as a Transfer Student:**

1. A minimum of 45 credits completed at another institution(s).
2. Minimum overall GPA of 3.2 or at least 3.2 in the last 30 credits taken.
3. Letter of recommendation from a faculty member (from either Saint Rose or the institution from which the student transferred) who can comment on your academic performance and potential for success in an advanced program.
4. Successful completion of an interview and a spontaneous writing sample.
5. Email indicating interest in this program can be sent to Dave DeBonis at debonis@d@strose.edu.

### Sample Course Sequence for Students Entering the Accelerated BS+MSED Program as a Transfer Student:

Note: In this sample sequence, the transfer student has completed CSD 100 (Survey of Communication Disorders) or it can be added to the first semester of study. In addition, students would also have a course in the following: biological science (with a lab), physical science, child development, and a number of liberal arts courses, including an introductory psychology course. Advanced placement courses from high school will also be considered.

The courses included in this sample sequence represent specific degree requirements, which are the courses that most transfer students have not already taken. **This sample does not include Core course requirements.** Students who transfer in fewer courses referred to above can still apply for the Accelerated program but should plan on adding one or more semesters to this timeline.

#### Semester 1 and 2

**Fall**
- CSD 100 Survey of CSD 3 cr.
- CSD 105 3 cr.

<table>
<thead>
<tr>
<th>CSD 524: Language Sample Sequence for Students Entering the Accelerated BS+MSED Program as a Transfer Student:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Swallowing Specialties Clinic Research</td>
<td>3 cr.</td>
<td>3 cr.</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CSD 536: Student Practicum Council of Practicum - 2 cr.</td>
<td>2 cr.</td>
<td>2 cr.</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CSD 100: Survey of CSD 3 cr.</td>
<td>3 cr.</td>
<td>3 cr.</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CSD 105: Survey of CSD 3 cr.</td>
<td>3 cr.</td>
<td>3 cr.</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**Spring**
- CSD 204 Anatomy & Physiology 4 cr.
Community Involvement 1 cr.
CSD 109 Phonetics 4 cr.
CSD 240 Lang. Dev. 3 cr.
CSD 225 Hearing Disorders 3 cr.
CSD 219 Speech Sound Disorders 4 cr.
CSD 245 Intro to Research 3cr.
CSD 345 Language Disorders 3 cr.

3 and 4 Fall CSD 385 Foundations of Fluency 2 cr.
CSD 386 Voice and Resonance 2 cr.
CSD 346 Cognition, Communication & Behavior 3cr.
CSD 360 Clinical Methods 3 cr.
CSD 360L Supervised Observation 1 cr.

Spring CSD 370 Clinical Practicum 1 cr.
CSD 371 Clinical Practicum Seminar 1 cr.
CSD 490 Undergraduate Capstone 2 cr.
SED 450 Speech-Lang. in Schools 3 cr.
CSD 430 Aural Rehabilitation 3 cr.
CSD 575 Counseling 3cr.

5 and 6 Summer CSD 535 Motor Speech Dis. 3 cr.
CSD 522 Voice Disorders 3cr.
CSD Elective 3 cr.
CSD 594 Speech Sound Disorders 3 cr.

Fall CSD 580 First Practicum 2 cr.
CSD 581 Practicum Seminar 2 cr.
CSD 525 Language in School-Aged Children 3 cr.
CSD 533 Fluency Disorders 3cr.

7 and 8 Spring CSD 587 Student Teaching 2 cr.
CSD 536 Swallowing Disorders 3 cr.
CSD 524 Language Disorders Infants 3 cr.
CSD 530 Language Disorders in Adults 3 cr.

Summer CSD 586 Council Effect.
Comm. 1 cr.
CSD 589 Specialty Clinic 1 cr.
CSD 590 Capstone 1 cr.
CSD 593 Research Methods 3 cr.
CSD 548 AAC-3 cr.

9 Fall CSD 585 Adult Practicum- 2 cr.
CSD 545 Audiology- 3 cr.
CSD 537 Cognitive Disor. 3 cr.
CSD Elective 3 cr.
CSD 999 Comps 0 cr.

Requirements for the Communication Sciences and Disorders MSED program can be found in the current Graduate Catalog.

Criteria for Remaining in the Accelerated Program Entered at as a Transfer Student:
1. No grade in CSD courses less than a B.
2. A grade of “pass” on the undergraduate clinical placement.
3. No ongoing concerns regarding attainment of professional qualities.
4. Meeting with the academic advisor at least one time each semester.
5. Overall GPA for undergraduate courses must not drop below a 2.75.
6. Students can receive no more than one C in a graduate level course. A second C in a graduate level course will result in dismissal from the program.

Career Opportunities and Graduate Study:
With a bachelor's degree in Communication Sciences & Disorders, students find employment in fields related to education, health care and communications. However, graduates must earn a master’s degree in order to become a licensed, nationally certified speech-language pathologist. Students who complete the master's degree program at Saint Rose are able to find employment immediately after graduation. For specific data, please see Frequently Asked Questions.

As a Saint Rose graduate in Communication Sciences & Disorders, you will be well prepared to pursue graduate study. Many students who receive their bachelor's degrees from Saint Rose elect to apply to the College's well-regarded master's program in Communication Sciences & Disorders, where they can continue to study with the expert faculty that they have come to regard as mentors. The graduate program, leading to the Master of Science in Education degree, satisfies the academic and clinical requirements for the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC), New York state licensure and New York state teaching certification. The professional education programs at The College of Saint Rose are accredited by the National Council for Accreditation of Teacher Education.
(NCATE), recognized by their respective Program Associations and registered with the New York State Education Department.

Saint Rose Communication Sciences & Disorders undergraduates who have chosen to pursue graduate study at other institutions have been accepted to a variety of prestigious graduate programs. In fact, some Saint Rose graduates report being placed in advanced level master’s study due to their thorough undergraduate preparation at Saint Rose.

Find Out More:
Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/

Communications – BA

Program Overview:
The Communications (COM) curriculum engages students in a breadth of learning experiences that emphasize professional, academic, and personal development while preparing them for careers in such areas as advertising, public relations, news, video production, post-production, film, and more for the 21st century. With an emphasis on producing independent and collaborative written, oral, aural, and visual storytelling projects for different audiences across media platforms, students apply relevant communications theories and practices to prepare them for professional careers and graduate school.

The COM curriculum requires students to build broad knowledge and skill sets while they also explore their individual interests in one primary communications concentration in the major chosen from the following: Broadcast News & Mobile Journalism, Integrated Marketing Communications (IMC includes marketing, public relations, and advertising courses), Media Arts & Production, and Critical Media Studies.

Additionally, with 54 credits in the major and 30 credits in the liberal education curriculum, COM majors can choose a second COM concentration or a non-communications minor toward degree completion.

To best prepare students for producing professional-level work, students may earn only one letter grade of C- or below in their core communications courses and must earn C grades (not C-) or better in all courses in their communications concentration. If students earn more than one “C-“ or “D” range grade in the communications core or a C- or below in their communications concentrations, students must repeat those courses to earn the COM degree. Students can’t take a course more than twice without formal consent from the chair of the communications department.

If you are unsure which COM concentration is best for you, click on the links below to see samples of student work produced in the major:

- CORE Courses
- Broadcast News & Mobile Journalism Courses
- Critical Media Studies Courses
- Integrated Marketing Communications (IMC) Courses
- Media Arts & Production Courses

Program Learning Objectives:
Students will produce professional-level work for target audiences by
- Honoring the codes of ethics guiding the discipline
- Using effective written, oral, and/or nonverbal communication
- Demonstrating an understanding of relevant histories, theories, concepts, models and/or practices
- Conducting effective disciplinary research
- Employing appropriate styles and methodologies relevant to the discipline
- Generating and distributing their professional-level work
-行为ing according to professional standards
- Collaborating effectively with peers, community members, and external organizations

Program Contacts:
Dr. Karen McGrath
Chair, Communications Department
Email: mcgrathk@strose.edu
LinkedIn
Program Webpage: Communications, BA
Find Us on Social Media:
Facebook: saintrosecommunications
Instagram: SaintRoseCOM
Twitter: @SaintRoseCOM
YouTube

Program Requirements:
Major in Communications (54 credits)
Please check Course Descriptions for all prerequisites needed and when courses are offered. Note that not all courses are offered each semester.

I. Communications Core (26 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 201</td>
<td>Media and Culture</td>
<td>4</td>
</tr>
<tr>
<td>COM 209</td>
<td>Social Media Management</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 211</td>
<td>Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>COM 217</td>
<td>Multimedia Production</td>
<td>4</td>
</tr>
<tr>
<td>COM 240</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 241</td>
<td>Gender and Communication</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 242</td>
<td>Communication and Culture</td>
<td>3</td>
</tr>
<tr>
<td>COM 298</td>
<td>Intro Communications Theory</td>
<td>4</td>
</tr>
<tr>
<td>COM 340</td>
<td>Communications Law &amp; Ethics</td>
<td>4</td>
</tr>
<tr>
<td>COM 398</td>
<td>Research in Communications</td>
<td>4</td>
</tr>
<tr>
<td>COM 240 or COM 241 or COM 242</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 398</td>
<td>Fulfills Writing Intensive Requirement</td>
<td></td>
</tr>
</tbody>
</table>

II. Concentration (28 credits):
A. Broadcast News & Mobile Journalism Concentration (28 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 221</td>
<td>Mobile Journalism</td>
<td>3</td>
</tr>
</tbody>
</table>
Option Two:

C. Media Arts & Production Concentration (28 credits)

- COM 207 Film Arts and History 4
- COM 221 Mobile Journalism 3
- COM 315 Media Criticism 4
- COM 483 Digital Culture & Communications 4

Option One:

- COM 316 Visual Narrative 4
- COM 319 TV Studio Production 4
- COM 417 Adv Media Production 4

- COM 482 Topics: Media Arts & Production 4

- COM 484 Design for Visual Comm 4

Option Two:

- COM 313 Broadcast News & Copywriting 4
- COM 331 Advanced Mobile Journalism 4

Then, without repeating a course, students choose from one of the following:

- COM 420 TV Journalism Practicum 4
- COM 470 Newsroom Practicum 4
- COM 480 Top in Broadcast & Mobile Jrn 4
- COM 484 Design for Visual Comm 4

Then, choose one of the following:

- COM 490 Sr Project-Br News&Mobile Jrn 1 to 4

B. Integrated Marketing Communications (IMC) Concentration (28 credits)

- COM 205 Introduction to Advertising 3
- COM 227 Intro to Public Relations 3
- BUS 253 Principles of Marketing 3
- BUS 312 Marketing Research 3
- BUS 355 Marketing Management 3
- COM 373 Int Mkgl Com Copywriting 4
- COM 374 Int Mkgl Com Campaings 4
- COM 471 Acct Mgmt in the Agency 4

Then, choose one of the following:

- COM 430 Crisis Communications 4
- COM 481 Topics in PR & Advertising 4
- COM 484 Design for Visual Comm 4
- COM 491 Sr Project-Int Mkgl Com 1 to 4

C. Media Arts & Production Concentration (28 credits)

- COM 207 Film Arts and History 4
- COM 221 Film Genre 4
- COM 316 Visual Narrative 4
- COM 317 Documentary Hist & Prod 4
- COM 319 TV Studio Production 4
- COM 417 Adv Media Production 4

Then, choose one of the following:

- COM 482 Topics: Media Arts & Production 4
- COM 483 Digital Culture & Communications 4
- COM 484 Design for Visual Comm 4
- COM 492 Sr Project-Media Arts&Prod 1 to 4

D. Critical Media Studies Concentration (28 credits)

- COM 207 Film Arts and History 4
- COM 221 Mobile Journalism 3
- COM 315 Media Criticism 4
- COM 483 Digital Culture & Communications 4

Option One:

- COM 316 Visual Narrative 4
- COM 319 TV Studio Production 4
- COM 417 Adv Media Production 4

- COM 482 Topics: Media Arts & Production 4

- COM 484 Design for Visual Comm 4

Option Two:

- COM 313 Broadcast News & Copywriting 4
- COM 331 Advanced Mobile Journalism 4

III. OPTIONAL COMMUNICATIONS COURSES

Students may choose additional COM courses from other COM concentrations if they have completed the required co- and prerequisites for those courses. They may also choose from those listed below.

- COM 206 Conflict Management 3
- COM 280 Topics in Communications 1 to 4
- COM 380 Topics in Communication 1 to 4
- COM 494 Internship 1 to 12

- COM 499 Independent Study 1 to 6

*COM 380 - Check applicable concentrations. Credits vary. Consult advisor.

*COM 494 - Must meet GPA requirements and have completed 90 credits. Need faculty approval PRIOR TO registration.

*COM 490, 491, 492, and 499 - Need permission and approval of COM faculty supervisor PRIOR TO registration.

Internship/Field Experiences/Service:

Students acquire hands-on experience in the major to work toward professional quality work in TV news, podcasting, radio programs, newspapers, magazines, web and multimedia productions, as well as academic projects across COM concentrations.

Students with a 3.0 GPA and 90 credits with upper-level work in their concentrations may complete internships in Journalism, TV & Radio Production, Public Relations, Advertising, IMC, Government Communications, Film, and other related fields as discussed with the internship supervisor. Internships include placement interviews and sample student work provided to the site supervisor. Internship placements are not guaranteed.

Students also work and network with real-world clients in many courses in the major.

Optional Course:

- COM 494 Internship 1 to 12

Culminating Academic Experiences:

Through the Capstone courses in each concentration students conceptualize and craft scripts, TV programs, public service campaigns and a variety of media projects.

Required Capstone Courses (Based on Concentrations):

- COM 417 Adv Media Production 4
- COM 420 TV Journalism Practicum 4
- COM 470 Newsroom Practicum 4
- COM 471 Acct Mgmt in the Agency 4
- COM 483 Digital Culture & Communications 4
Suggested 2 Year Course Plan with Seamless Transfer:

This suggested plan is devised to give transfer students a clear path toward graduation if they arrive on campus with 60 seamless transfer credits. This plan is set up for two years and requires close contact with a COM faculty advisor.

Broadcast News & Mobile Journalism (This plan assumes the student has taken a COM 201 or COM 105 equivalent)

Year 1

Fall (16 Credits)

COM 217—4
COM 221—4
COM 298—4
COM 318—4

Spring (16 Credits)

COM 313—4
COM 316—4
COM 331—4
COM 398—4

Year 2

Fall (15 Credits)

COM 242—3
COM 319—4
COM 340—4
COM 470—4

Spring (15 Credits)
COM 420—4
Electives—11

Medial Arts & Production (This plan assumes the student has taken a COM 201 or COM 105 equivalent)

Year 1

Fall (16 credits)
COM 207—4
COM 217—4
COM 298—4
COM 340—4

Spring (15 Credits)
COM 211—3
COM 222—4
COM 316—4
COM 319—4

Year 2

Fall (15 credits)
COM 242—3
COM 317—4
COM 417—4
COM 484—4

Spring (14 Credits)
COM 398—4
COM 482—4
Electives—6

**Integrated Marketing Communications (This plan assumes the student has taken a COM 201 or COM 105 equivalent)**

**Year 1**

**Fall (17 credits)**
- BUS 253—3
- COM 205—3
- COM 209—3
- COM 217—4
- COM 298—4

**Spring (14 credits)**
- BUS 353—3
- COM 227—3
- COM 340—4
- COM 398—4

**Year 2**

**Fall (15 Credits)**
- COM 242—3
- COM 373—4
- COM 471—4
- COM 484—4

**Spring (14 Credits)**
- COM 374—4
- COM 430—4
COM 491—2
COM 494—4

Critical Media Studies (This plan assumes the student has taken a COM 201 or COM 105 equivalent)

Year 1
Fall (16 Credits)
COM 217—4
COM 221—4
COM 298—4
COM 315—4

Spring (16 Credits)
COM 313—4
COM 319—4
COM 398—4
COM 483—4

Year 2
Fall (15 Credits)
COM 207—4
COM 211—3
COM 318—4
COM 340—4

Spring (14 Credits)
COM 242—3
COM 420—4

COM 480—4

Electives—3

Suggested 4 Year Course Plan:
This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Students will need to take a minimum of 30 credits each year to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your DegreeWorks worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement. The COM Department recommends students take opportunities to pursue a minor, study abroad, or study at another Sisters of Saint Joseph’s Exchange College when a semester consists of more general education or liberal education CORE courses.
Discussing this with a COM advisor by year two is strongly advised.

Broadcast News & Mobile Journalism

Year 1
Fall (15 credits)
COM 201—4
COM 221—4
Lib Ed Core—7 credits

Spring (15 credits)
COM 211—3
COM 217—4
COM 313—4
Lib Ed Core—4

Year 2
Fall (15 credits)
COM 298—4
COM 318—4
COM 340—4
Lib Ed Core—3

Spring (15 Credits)
COM 331—4
COM 398—4
Lib Ed Core—7

Year 3
Fall (15 credits)
COM 319—4
COM 242—3
Lib Ed/Gen Ed Courses—8

Spring (15 credits)
COM 317—4
COM 242—3
Lib Ed/Gen Ed—7

Year 4
Fall (15 credits)
Study Abroad—15 credits

Spring (15 Credits)
COM 490 Special Project—4
COM 494 Internship—4
Lib Ed/Gen Ed Courses—7

Media Arts & Production

Year 1
Fall (15 credits)
COM 201—4
COM 217—4
Lib Ed Core—7

Spring (15 Credits)
COM 211—3
COM 222—4
Lib Ed Core—8

Year 2
Fall (15 Credits)
COM 207—4
COM 298—4
COM 340—4
Lib Ed Core—3

Spring (15 Credits)
COM 316—4
COM 398—4
Lib Ed Core—7

Year 3
Fall (15 credits)
COM 317—4
COM 242—3
Lib Ed/Gen Ed Courses—8

Year 4
Fall (15 credits)
COM 319—4
COM 242—3
Lib Ed/Gen Ed—7

Semester in LA through Mount Saint Mary’s University—15 credits

Integrated Marketing Communications (IMC)

Year 1
Fall (14 Credits)
COM 201—4
COM 209—3
COM 205—3
Lib Ed Core—4

Spring (16 Credits)
COM 217—4
COM 227—3
Lib Ed Core—9

Year 2
Fall (15 Credits)
BUS 253—3
COM 298—4
COM 373—4
Lib Ed Core—4

Spring (14 credits)
BUS 353—3
COM 242—3
COM 398—4
COM 374—4

**Year 3**

**Fall** (16 Credits)
- COM 471—4
- COM 340—4
- Lib Ed/Gen Ed Courses—8

**Spring** (15 credits)
- COM 430—4
- COM 491—Special Project—4
- Lib Ed/Gen Ed Courses—7

**Year 4**

**Fall** (15 credits)
- Study Abroad—15

**Spring** (15 credits)
- Internship—4
- COM 484—4
- Gen Ed/Lib Ed Courses—7

**Critical Media Studies**

**Year 1**

**Fall** (15 Credits)
- COM 201—4
- COM 221—4
- Lib Ed Core—7

**Spring** (15 credits)
- COM 211—3
- COM 313—4
- COM 315—4
- Lib Ed Core—4

**Year 2**

**Fall** (15 Credits)
- COM 207—4
- COM 217—4
- COM 298—4
- Lib Ed Core—3

**Spring** (15 Credits)
- COM 242—3
- COM 313—4
- COM 398—4
- COM 483—4

**Year 3**

**Fall** (15 credits)
- COM 319—4
- COM 340—4
- COM 499—4
- Lib Ed Core—3

**Spring** (15 credits)
- COM 316—4
- COM 420—4
- Lib Ed Core—7

**Year 4**

**Fall** (15 credits)
- Study Abroad—15

**Spring** (15 credits)
- COM 494—3
- Lib Ed/Gen Ed Courses—12

**Accelerated Degree Option: Communications BA + MBA:**

Students in the B.A. Communications/MBA accelerated course of study are required to take the following undergraduate business courses. These courses provide a strong foundation in business, making it easier for the student to transition to graduate level business courses.

**Additional Required UG Courses**

- CSC 114
- MAT 180
- BUS 280
- ACC 121
- ACC 122
- ECO 205
- ECO 206
- BUS 301

While not required, we encourage students to take the following undergraduate business courses as part of their undergraduate coursework.

**Recommended UG Courses**

- BUS 246
- BUS 253

Students in this accelerated course of study will use the following course substitutions to complete the undergraduate and graduate degrees at an accelerated pace.

**Course Substitutions**

<table>
<thead>
<tr>
<th>Undergraduate Course</th>
<th>Graduate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Elective</td>
<td>ACC 522</td>
</tr>
</tbody>
</table>
Losing Eligibility for an Accelerated Bachelor's/Master's Degree Option:

Students who do not maintain the standards outlined for their Accelerated Bachelor's/Master's Degree Option will lose eligibility for this completion option. If these students are in otherwise good standing with the College, they can continue in their current undergraduate program or move to another undergraduate major. We propose that up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher may be applied to their undergraduate degree. These credits might be applied as either general elective credits or to fulfill a requirement within the undergraduate major, depending on the undergraduate major’s grade requirements. Major grade restrictions would still apply. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Discontinuing an Accelerated Bachelor's/Master's Degree Options:

Students in good standing may choose to discontinue an Accelerated Bachelor's/Master’s Degree Option or withdraw from a dual degree program. These students may then move to another program offered by the college. Up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher would be applied to their undergraduate degree. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Opportunity to apply graduate credits to a future master’s degree at Saint Rose if no longer enrolled in Accelerated Program:

Students who withdraw or are dismissed from the Accelerated Bachelor's/Master's Degree Option may apply to a Saint Rose Master's Degree program after completion of the Bachelor's Degree. If accepted to a Saint Rose master's degree program these students may transfer up to 12 graduate credits earned as part of their Saint Rose Bachelor's Degree. Specific courses must be approved for transfer by the faculty advisor, and Department Chair/Program Coordinator. Transfer credit is allowed only for courses in which students have received a grade of “B” or better and within the six-year time limit allowed for completion of the Master's Degree or Certificate of Advanced Study. No more than half of a Certificate of Advanced Study or Master's Degree can be fulfilled with credits that had been applied to a Saint Rose Bachelor's Degree.

Reinstatement in Accelerated Bachelor's/Master's Degree Options:

Students in good academic standing with the college but previously declared ineligible from their Accelerated Bachelor's/Master's Degree Option can apply for reinstatement to the Accelerated
Bachelor’s/Master’s Degree Option after retaking undergraduate courses that resulted in their change of eligibility and/or after earning an overall undergraduate GPA of 3.0 or higher. Students who earned any graduate grade lower than a C or more than one C at the graduate level may not reapply for reinstatement into the Accelerated degree option.

Advising:

Students in this Accelerated Bachelor’s/Master’s Degree Course of Study will have two advisors while they are undergraduates. A faculty member from the student’s undergraduate discipline will serve as the primary advisor while the student is an undergraduate. A faculty member from the graduate program will serve as a secondary advisor. After completing the Bachelor’s Degree the advisor from the graduate program will serve as the student’s sole advisor.

Associated Student Clubs:
The Chronicle (Newspaper)

New York Film and Television Student Alliance

Public Relations Society Student Association (PRSSA)

Radio Saint Rose

SRTV (Saint Rose TV)

Career Opportunities and Graduate Study:
The College of Saint Rose Communications graduates have found employment in local, regional, national, and global media outlets and have contributed to many networks of Communications professionals across the nation and around the world. Communications majors deciding to continue their education through graduate study have had success in the fields of journalism, broadcast news production, on-air talent, digital media, education, marketing, social media, videography for profit and not-for-profit organizations, and law.

Professional Membership and Networking:
American Marketing Association (AMA)

(CRAF) Capital Region Advertising Federation

Film Albany

New York State Broadcasters Association

NYSFTA—NY State Film and Television Alliance

PRSSA Chapter (Public Relations Student Society of America)—Capital Region PRSA

SPJ Chapter (Society for Professional Journalists)

Women’s Press Club of New York State

Find Out More:
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Computer Science – BS

Program Overview:
The Bachelor of Science in Computer Science prepares students for a career in the Computer Science field. The program provides a strong foundation in critical concept areas required for success in the field. These include data structures, algorithms, logic and computing and programming languages. The program complements the fundamentals of CS with an emphasis on mathematics, requiring study in calculus, discrete mathematics, and either statistics or probability. Additionally, course offerings are updated frequently to keep up with the myriad of changes in technology, including new courses in the areas of Cloud Computing, Virtualization Technologies, Big Data, Machine Learning, Advanced Databases, and also multiple courses in Cybersecurity. As the college has a rich history in the Liberal Arts, graduates of the program will not only excel technically, but will also learn how to realize their full potential through the development of soft skills including creativity, collaboration, communication and critical thinking.

Majors will acquire the knowledge to advance into a wide variety of Software Development positions in the areas of Machine Learning, Data Analytics, Cybersecurity, Cloud Computing, Systems Programming, Networking, and Database Design, among others. Students will also be prepared to pursue advanced degrees at graduate school.

In today’s job market, employers often favor candidates with expertise and/or experience in computing. Regardless of a student’s major at Saint Rose, a minor in Computer Science would be an attractive addition to their resume. Students pursuing a minor have the flexibility to choose a course of study.

Students must earn a minimum grade of C in every course required for the major/minor and any concentration(s). Students may apply 1 C- grade to the major if it is balanced with 1 A grade. Except in special cases where a student receives written approval from the department chairperson based on a decision made by the members of the full-time computer science department faculty, no student may repeat a course offered by the computer science department more than once. Two failures of a core course will result in dismissal from the major. Majors may not take courses required for the major (except internships) on a pass/fail basis. Once having declared the BS Computer Science major, students must satisfy all
remaining core, and other courses applicable to the major at The College of Saint Rose. The department does not allow students to replace courses offered by the department with Independent Studies.

Students wishing to complete internships for the BS degree must have junior or senior standing, a minimum cumulative Computer Science GPA of 2.80 and a minimum overall cumulative GPA of 2.80.

**Program Contacts:**
Professor Mark R. Gilder
Chair, Computer Science Department
Email: gilderm@strose.edu
Program Webpage: Computer Science

**Program Requirements:**

**Major in Computer Science (61 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 202</td>
<td>Intro to Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSC 252</td>
<td>Problem Solving w/JAVA</td>
<td>4</td>
</tr>
<tr>
<td>CSC 302</td>
<td>Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CSC 321</td>
<td>Database Mgmt Systems</td>
<td>4</td>
</tr>
<tr>
<td>CSC 332</td>
<td>Microcomp Arch &amp; Prog</td>
<td>3</td>
</tr>
<tr>
<td>CSC 381</td>
<td>Programming UNIX with C</td>
<td>3</td>
</tr>
<tr>
<td>CSC 431</td>
<td>Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSC 432</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 433</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSC 434</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>MAT 190</td>
<td>Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>MAT 184</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 295</td>
<td>Discrete Math Structures</td>
<td>3</td>
</tr>
</tbody>
</table>

*CSC 202 and CSC 252 may each be taken only twice without faculty permission.*

**CSC electives at the 300- or 400-level (13 credits)**

CSC electives: Dual Math/Computer Science majors may substitute a 200-level or above MAT course for a CSC elective.

For those interested in honors-level undergraduate research, please refer to the Honors Research section.

**Internship/Field Experiences/Service:**

**Elective Course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 494</td>
<td>Internship</td>
<td>1 to 6</td>
</tr>
</tbody>
</table>

**Culminating Academic Experiences:**

**Required Course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 434</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

**Suggested 4 Year Course Plan:**

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 122 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

**Year 1**

**Fall (15-16 credits)**

- CSC 202 Intro to Computer Science (4cr)
- MAT 190 Calculus 1 (4cr)
- ENG 105 Expository Writing, Oral Comm. and Research (4cr)
- Lib. Ed. requirement (3-4cr)

**Spring (15 credits)**

- CSC 252 Problem Solving with Java (4cr)
- CSC 321 Database Management Systems (4cr)
- MAT 191 Calculus 2 (4cr)
- Lib. Ed. requirement (3-4cr)

**Year 2**

**Fall (14-15 credits)**

- CSC 302 Data Structures (4cr)
- CSC/MAT 295 Discrete Mathematical Structures (3cr)
- Lib. Ed. requirement (3-4cr)
- Lib. Ed. requirement (3-4cr)

**Spring (12-14 credits)**

- CSC 332 Microcomputer Architecture (3cr)
- CSC Elective (3-4cr)
- Lib. Ed. requirement (3-4cr)
- Lib. Ed. requirement (3-4cr)

**Year 3**

**Fall (13-14 credits)**

- CSC 431 Algorithms (3cr)
- CSC 381 Programming UNIX with C (3cr)
- MAT 184 Elementary Statistics (4cr)
- Lib. Ed. requirement (3-4cr)
**Spring (15-17 credits)**
CSC 432 Operating Systems (3cr)
CSC Elective (3-4cr)
Lib. Ed. requirement (3-4cr)
Further Disciplinary Study – second course in an L0 area (3cr)
General Elective (3-4cr)

---

**Year 4**

**Fall (14-17 credits)**
CSC 433 Programming Languages (3cr)
CSC Elective (3-4cr)
Lib. Ed. requirement (2cr)
General Electives (6-8cr)

**Spring (12-16 credits)**
CSC 434 Software Engineering (3cr)
CSC Elective* (3-4cr)
General Electives (6-9cr)

*An internship is highly recommended and will count for elective CSC credit.

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**Accelerated Degree Option: Computer Science BS + MBA:**
Students in the B.S. Computer Science/MBA Accelerated course of Study are required to take the following undergraduate business courses. These courses provide a strong foundation in business, making it easier for the student to transition to graduate level business courses.

**Additional Required UG Courses**

- ACC 121
- ACC 122
- ECO 205
- ECO 206
- BUS 301

While not required, we encourage students to take the following undergraduate business courses as part of their undergraduate coursework.

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**Course Substitutions**

<table>
<thead>
<tr>
<th>Undergraduate Course</th>
<th>Graduate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Elective</td>
<td>ACC 522</td>
</tr>
<tr>
<td>General Elective</td>
<td>MBA 516</td>
</tr>
<tr>
<td>General Elective</td>
<td>MBA 517</td>
</tr>
<tr>
<td>General Elective</td>
<td>MBA 555</td>
</tr>
<tr>
<td>General Elective</td>
<td>MBA Elective</td>
</tr>
</tbody>
</table>

Requirements for the Master of Business Administration can be found in the current Graduate Catalog.

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**Accelerated Degree Option: Computer Science BS + MS:**
For the accelerated degree options that include the Computer Science MS, students will be allowed to count 15 graduate credits towards their undergraduate degree. Students will also need to meet all requirements of their BS and MS degrees. There are no additional required undergraduate classes for this particular accelerated degree option.

Requirements for the Computer Science Master of Science are listed in the current Graduate Catalog.

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**Proposed 2 in 4 Plan of Study:**

**Year 1**

**Fall (15 credits)**
CSC 202 Intro to Computer Science (4cr)
MAT 190 Calculus 1 (4cr)
ENG 105 Expository Writing, Oral Comm. and Research (4cr)
Lib. Ed. Requirement: L06 (3cr)

**Spring (16 credits)**
CSC 252 Problem Solving with Java (4cr)
CSC 321 Database Management Systems (4cr)
MAT 191 Calculus 2 (4cr)
Lib. Ed. Requirement: L04 (4cr)
Lib. Ed. Requirement: L12 (1cr)

Summer (4 credits)
Lib Ed. Requirement: L03 (4cr)

Year 2
Fall (17 credits)
CSC 302 Data Structures (4cr)
CSC/MAT 295 Discrete Mathematical Structures (3cr)
Lib. Ed. Requirement: L02 (3cr)
Lib. Ed. Requirement: L05 (3cr)
Lib. Ed. Requirement: L09 (4cr)

Spring (17 credits)
CSC 332 Microcomputer Architecture (3cr)
CSC Undergrad Electives (4cr)
Lib. Ed. Requirement: L10 (3cr)
Lib. Ed. Requirement: L11 (3cr)
Further Disciplinary Study – second course in an L0 area (3cr)
Lib. Ed. Requirement: L12 (1cr)

Summer (6 credits)
Undergrad General Electives (6cr)

Year 3
Fall (16 credits)
CSC 509 Algorithms (3cr)
CSC 381 Programming UNIX with C (3cr)
MAT 184 Elementary Statistics (4cr)
CSC Undergrad Electives (3cr)
Undergrad General Electives (3cr)

Spring (16 credits)
CSC 563 Operating Systems (3cr)
CSC 434 Software Engineering (3cr)
Undergrad General Electives (10cr)

Summer (3 credits)
CSC 595 Project-Based Internship (3cr)

Year 4
Fall (15 credits)
CSC 564 Programming Languages (3cr)
CSC 541 Networks (3cr)
CSC Grad Elective (3cr)
Undergrad General Electives (6cr)

Spring (15 credits)
CSC 542 Theory of Computation (3cr)
CSC Grad Electives (12cr)

General Information on Accelerated Degree Options (Bachelor's + Master's):

Eligibility Standards:

High School Students:
- Minimum high school GPA of 92
- Combined SAT of 1100 (out of 1600) OR ACT of 24
- Letter of recommendation specifically for the Accelerated Bachelor's/Master's Degree Program from a high school teacher or counselor

Transfer Students:
- 45 credits completed
- GPA of 3.4 overall or at least a 3.4 GPA in the last 30 credits
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a faculty member from either Saint Rose or the institution from which the student transferred

Current Saint Rose Students:
- 45 credits completed
- Overall GPA of 3.4
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a Saint Rose faculty member

Maintaining Status in Accelerated Programs:
- Overall GPA of 3.4 at the completion of 45 credits
- Overall GPA of 3.0 from the completion of 45 credits to completion of the undergraduate degree
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Students can receive no more than one C in a graduate level course. An earned C must be retaken at the graduate level unless otherwise specified by the program.
- Students cannot receive a failing grade in a graduate level course.

Losing Eligibility for an Accelerated Bachelor's/Master's Degree Option:

Students who do not maintain the standards outlined for their Accelerated Bachelor's/Master's Degree Option will lose eligibility for this completion option. If these students are in otherwise good standing with the College, they can continue in their current undergraduate program or move to another undergraduate major. We propose that up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher may be applied to their undergraduate degree. These credits might be applied as either general elective credits or to fulfill a requirement within the undergraduate major, depending on the undergraduate major’s grade requirements. Major grade restrictions would still apply. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.
Discontinuing an Accelerated Bachelor's/Master's Degree Options:

Students in good standing may choose to discontinue an Accelerated Bachelor's/Master's Degree Option or withdraw from a dual degree program. These students may then move to another program offered by the college. Up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher would be applied to their undergraduate degree. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Opportunity to apply graduate credits to a future master's degree at Saint Rose if no longer enrolled in Accelerated Program:

Students who withdraw or are dismissed from the Accelerated Bachelor's/Master's Degree Option may apply to a Saint Rose Master's Degree program after completion of the Bachelor's Degree. If accepted to a Saint Rose master's degree program these students may transfer up to 12 graduate credits earned as part of their Saint Rose Bachelor's Degree. Specific courses must be approved for transfer by the faculty advisor, and Department Chair/Program Coordinator. Transfer credit is allowed only for courses in which students have received a grade of “B” or better and within the six-year time limit allowed for completion of the Master's Degree or Certificate of Advanced Study. No more than half of a Certificate of Advanced Study or Master’s Degree can be fulfilled with credits that had been applied to a Saint Rose Bachelor's Degree.

Reinstatement in Accelerated Bachelor's/Master's Degree Options:

Students in good academic standing with the college but previously declared ineligible from their Accelerated Bachelor's/Master's Degree Option can apply for reinstatement to the Accelerated Bachelor's/Master's Degree Option after retaking undergraduate courses that resulted in their change of eligibility and/or after earning an overall undergraduate GPA of 3.0 or higher. Students who earned any graduate grade lower than a C or more than one C at the graduate level may not reapply for reinstatement into the Accelerated degree option.

Advising:

Students in this Accelerated Bachelor's/Master's Degree Course of Study will have two advisors while they are undergraduates. A faculty member from the student's undergraduate discipline will serve as the primary advisor while the student is an undergraduate. A faculty member from the graduate program will serve as a secondary advisor. After completing the Bachelor's Degree the advisor from the graduate program will serve as the student's sole advisor.

Career Opportunities and Graduate Study:

Careers

The skills you acquire will put you in demand for some of the hottest jobs in information technology. Majors will acquire the knowledge to advance into positions in computer programming, systems analysis, systems design, Internet programming and information systems management. Students will also be prepared to attend graduate programs in their field.

Program

Computer science students receive industry specific training on the same hardware and software they will encounter in the "real world." And, since Saint Rose is located in the heart of New York's Tech Valley, internship opportunities in the computer industry abound.

Find Out More:
Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/

Criminal Justice, Behavior and Law – BS

Program Overview:

The field of Criminal Justice is a very broad field that includes the operational agencies that administer the American criminal justice system, the academic and private research centers that study criminal justice issues and evaluates programs and policies, the governmental institutions that develop criminal justice policy, the private sector that augments governmental criminal justice operations, and a host of academic disciplines that contribute to the knowledge and support services of the criminal justice system.

The Criminal Justice Major at Saint Rose engages highly motivated undergraduate students in a rigorous interdisciplinary educational experience. The program’s goals are to develop a student's ability to think critically, to communicate effectively by learning how to critically read, write, and present information orally, to understand the scientific method and its application in both the academic and operational worlds, and to learn problem solving approaches in order to prepare students upon graduation for criminal justice careers in both the public and private sector or placement in criminal justice, related graduate or professional programs of study.

Students must earn a C- or better in all courses used to satisfy requirements for the major. Students may not take courses required for the major on a pass/fail basis; exceptions are noted below. Once having declared the Criminal Justice, Behavior & Law major, students must satisfy all remaining courses applicable to the major at The College of Saint Rose.

Students may apply a maximum of 6 credits of CJS 494 Internship, 3 credits of CJS 493 Cold Case, and 4 credits of CJS 481 Mock Trial to their CJS major. Credits accrued beyond these limits will be counted as general elective credits.

Program Contacts:

Dr. Robert Flint
Chair, Department of Criminal Justice, Behavior, & Law
Program Requirements:

**Major in Criminal Justice, Behavior, and Law (44 Credits)**

**Core Courses (17 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 110</td>
<td>Intro to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJS 111</td>
<td>Criminal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CJS 112</td>
<td>The Court Systems</td>
<td>3</td>
</tr>
<tr>
<td>PSY 294</td>
<td>Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 295</td>
<td>Research Methods/Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>CJS 399</td>
<td>Career Preparation Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CJS 498</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Ethical Judgement and Dilemmas (3 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 310</td>
<td>Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Diversity (3 credits)**

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 319</td>
<td>The Law of Policing</td>
<td>3</td>
</tr>
<tr>
<td>CJS 321</td>
<td>Prosecution &amp; Defense of the Accused</td>
<td>3</td>
</tr>
<tr>
<td>CJS 429</td>
<td>Advanced Criminal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>FPY 450</td>
<td>Prejudice &amp; Discrim in Legal Sys</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration (21 credits)**

Students must select one of the following concentrations.

**Generalist Concentration**

Students must choose 21 credits (15 credits must be at the 300/400 level) from any of the courses listed in the other concentrations.

**Law and Justice Studies Concentration**

This concentration is designed for students with interests in careers such as law and lawyering. It is recommended that students interested in law/lawyering combine this concentration with the Legal Studies minor.

Students must choose 21 credits (15 credits must be at the 300/400 level).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 232</td>
<td>Policing</td>
<td>3</td>
</tr>
<tr>
<td>CJS 238</td>
<td>Substantive Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJS 250</td>
<td>Law &amp; Theory Crim Investigat</td>
<td>3</td>
</tr>
<tr>
<td>CJS 252</td>
<td>Introduction to Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CJS 260</td>
<td>Drugs, Crime, &amp; Crim Jtce</td>
<td>3</td>
</tr>
<tr>
<td>CJS 319</td>
<td>The Law of Policing</td>
<td>3</td>
</tr>
<tr>
<td>CJS 337</td>
<td>White Collar Crime</td>
<td>3</td>
</tr>
<tr>
<td>CJS 352</td>
<td>Scientf&amp;ExpertOpinionEvidence</td>
<td>3</td>
</tr>
<tr>
<td>CJS 360</td>
<td>Homeland Security</td>
<td>3</td>
</tr>
<tr>
<td>CJS 370</td>
<td>Human Trafficking</td>
<td>3</td>
</tr>
<tr>
<td>CJS 440</td>
<td>Cyber Law &amp; Crim Investigation</td>
<td>4</td>
</tr>
<tr>
<td>CJS 481</td>
<td>Mock Trial</td>
<td>0 - 2</td>
</tr>
<tr>
<td>CJS 493</td>
<td>Cold Case</td>
<td>0 to 3</td>
</tr>
<tr>
<td>CJS 494</td>
<td>Internship in CJS</td>
<td>1 to 12</td>
</tr>
</tbody>
</table>

Students may apply up to 4 credits of CJS 481 toward their major requirements. Additional credits may be applied as general education credit.

Students may apply up to 3 credits of CJS 493 toward their major requirements. Additional credits may be applied as general education credit.

Students may apply up to 6 credits of CJS 494 toward their major requirements. Additional credits may be applied as general education credit.

**Criminal Behavior Concentration**

This concentration is for students who are interested in how and why individuals/groups engage in deviance, crime, and violence, understanding how the criminal event involves the offender and many other contributing factors. Students who complete this concentration will be prepared to pursue graduate work or other advanced certification in criminology or criminal justice.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 429</td>
<td>Advanced Criminal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 299</td>
<td>Research Methods/Statistics II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective Courses:**

It is recommended that students interested in corporate or private security also take BUS 111, BUS 210, and BUS 246.
Students must choose 14 credits (9 credits must be at the 300/400 level).

- CJS 239 Juvenile Delinquency 3
- CJS 242 Victimology 3
- CJS 244 Criminal Profiling 3
- CJS 270 Deviance 3
- CJS 340 Sex Crimes and Paraphilia 3
- CJS 343 Criminal Personality 3
- CJS 345 Stress, Coping and Violence 3
- CJS 346 Desistence & Changing the Crime 3
- CJS 424 Serial Crime 3
- CJS 493 Cold Case 0 to 3
- CJS 494 Internship in CJS 1 to 12

Students may apply up to 3 credits of CJS 493 toward their major requirements. Additional credits may be applied as general education credit.

Students may apply up to 6 credits of CJS 494 toward their major requirements. Additional credits may be applied as general education credit.

**Victim Advocacy Concentration:**

This concentration emphasizes the role of the victim within the Criminal Justice system and how professionals can help the victim navigate their role. Students develop an understanding of the impact of victimization, the relationship between victimization and future offending, and how professionals can and should advocate on behalf of the victim. Students who successfully complete this concentration will be prepared for hire for most entry level victim advocacy roles at the county, state, or non-profit agency level.

Students must take these two courses to fulfill the Social Scientific Knowledge and Inquiry Core requirement (C8) as part of the concentration:

- PSY 111 Foundations of Psychology 2
- SOC 111 Introduction to Sociology

Students may apply up to 6 credits of CJS 494 toward their major requirements. Additional credits may be applied as general education credit.

**Elective Courses:**

Select 13 credits.

- CJS 239 Juvenile Delinquency 3
- CJS 242 Victimology 3
- CJS 260 Drugs, Crime, & Criminal Justice 3
- CJS 336 Public Policies, Crime, & CJS 3
- CJS 347 Juvenile Justice 3
- CJS 494 Internship in CJS 1 to 12

**Required Courses:**

- PSY 250 Developmental Psych: Childhood or
- PSY 252 Devel Psy: Adolescence or Emerg Adult or
- PSY 254 Devel Psy: Adulthood & Aging 3
- SWK 212 Societies/Social Welfare 2
- SWK 213 Soc Chg & Soc Ser 3

*For those interested in honors-level undergraduate research, please refer to the Honors Research section.*

**Internship/Field Experiences/Service:**

Field experiences and internships, both in the public and private sector, are available and encouraged. Since the College of Saint Rose is located in New York's Capital, the criminal justice student has many opportunities for internships of their choice.

Students have an overall GPA of 2.0 and a major GPA of 2.0 or better in order to be eligible for internship opportunities.

**Culminating Academic Experiences:**

**Required Course:**

- CJS 498 Senior Seminar 3

**Suggested 4 Year Course Plan:**

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

**Fall of Year 1:**

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 105</td>
<td>Expository Writing, Speaking, &amp; Research Techniques (C1)</td>
<td>4</td>
</tr>
<tr>
<td>PHI, RLS</td>
<td>Philosophical and Religious Traditions (C4)</td>
<td>3</td>
</tr>
<tr>
<td>CJS 110</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJS 111</td>
<td>Criminal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ECO, POS, PSY, or SOC</td>
<td>Social Scientific Knowledge and Inquiry (C8, 3 of 6 credits)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 16
### Winter Immersion of Year 1: OPTIONAL

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARA, CHN, FRE,</td>
<td>Study of World Languages and Cultures (C3)</td>
<td>3</td>
</tr>
<tr>
<td>GRK, ITA, POR,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUS, SLG, or SPA</td>
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<tr>
<td>ENG</td>
<td>Literary Studies (C2)</td>
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<tr>
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<tr>
<td>CJS 112</td>
<td>The Court Systems</td>
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<tr>
<td>ECO, POS, PSY, or</td>
<td>Social Scientific Knowledge and Inquiry</td>
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<tr>
<td>SOC</td>
<td>(C8, 3 of 6 Credits)</td>
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Total Credits 16

### Spring of Year 1:

<table>
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<tr>
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<tr>
<td>MAT</td>
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<td>PSY 295</td>
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### Summer of Year 1: OPTIONAL

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<thead>
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### Winter Immersion of Year 2: OPTIONAL

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<td>Ed, or Gen Ed</td>
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### Spring of Year 2:

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<tbody>
<tr>
<td>BIO, CHM, ESC or</td>
<td>Scientific Knowledge and Inquiry with a</td>
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<td>PHY</td>
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<tr>
<td>CJS Concentration</td>
<td>CJS Concentration course (3 of 21 credits)</td>
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<tr>
<td>CJS 319, 321, 429 or</td>
<td>CJS Diversity course</td>
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<td>FPY 450</td>
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### Summer of Year 2: OPTIONAL

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<td>Any Extra CJS, Lib</td>
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### Fall of Year 3:

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<tr>
<td>MAT</td>
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<td>PSY 295</td>
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### Fall of Year 2:

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<td>MAT</td>
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<td>PSY 295</td>
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### Summer of Year 2: OPTIONAL

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<tr>
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### Fall of Year 3:

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAT</td>
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<tr>
<td>PSY 295</td>
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<tr>
<td>Course Prefix/Number</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>CSC</td>
<td>Computational Logic and Reasoning (C7)</td>
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<td>HIS</td>
<td>Historical Knowledge and Perspective (C9)</td>
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<tr>
<td>CJS Concentration</td>
<td>CJS Concentration (3 of 21 credits)</td>
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Winter Immersion of Year 3: OPTIONAL

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<tr>
<td>CJS 399</td>
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<td>Open Elective – May be used for minor or second major</td>
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<td>Any Extra CJS, Lib Ed, or Gen Ed</td>
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<tr>
<td>Any Extra CJS, Lib Ed, or Gen Ed</td>
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Spring of Year 3:

<table>
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</thead>
<tbody>
<tr>
<td>CJS Concentration</td>
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Fall of Year 4:

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<tbody>
<tr>
<td>CJS 498</td>
<td>Senior Seminar</td>
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<tr>
<td>Any Extra CJS, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for minor or second major</td>
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<tr>
<td>Any Extra CJS, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for minor or second major</td>
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Winter Immersion of Year 4: OPTIONAL

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CJS Concentration</td>
<td>CJS Concentration (3 of 21 credits)</td>
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</tr>
<tr>
<td>CJS Concentration</td>
<td>CJS Concentration (3 of 21 credits)</td>
<td>3</td>
</tr>
</tbody>
</table>

Spring of Year 4:
Any Extra CJS, Lib Ed, or Gen Ed  Open Elective – May be used for minor or second major  3

Any Extra CJS, Lib Ed, or Gen Ed  Open Elective – May be used for minor or second major  3

Any Extra CJS, Lib Ed, or Gen Ed  Open Elective – May be used for minor or second major  3

Total Credits  15

Summer of Year 4: OPTIONAL

Course Prefix/Number  Course Title  Credits

Accelerated Degree Option: Criminal Justice, Behavior & Law BS + Business Administration MBA:
Students in the B.S. Criminal Justice, Behavior & Law/MBA accelerated course of study are required to take the following undergraduate business courses. These courses provide a strong foundation in business, making it easier for the student to transition to graduate level business courses.

Additional Required UG Courses
CSC 114
MAT 180
ACC 121
ACC 122
ECO 205
ECO 206
BUS 301

Recommended UG Courses
BUS 246
BUS 253

While not required, we encourage students to take the following undergraduate business courses as part of their undergraduate coursework.

Recommended UG Courses
BUS 246
BUS 253

Students in this accelerated course of study will use the following course substitutions to complete the undergraduate and graduate degrees at an accelerated pace.

Course Substitutions
Undergraduate Course  Graduate Course
General Elective  ACC 522
General Elective  MBA 516
General Elective  MBA 517
General Elective  MBA 555

General Information on Accelerated Degree Options (Bachelor's + Master's):

Eligibility Standards:

High School Students:
• Minimum high school GPA of 92
• Combined SAT of 1100 (out of 1600) OR ACT of 24
• Letter of recommendation specifically for the Accelerated Bachelor’s/Master’s Degree Program from a high school teacher or counselor

Transfer Students:
• 45 credits completed
• GPA of 3.4 overall or at least a 3.4 GPA in the last 30 credits
• A grade of B or higher in financial accounting
• A grade of B or higher in managerial accounting
• Letter of recommendation from a faculty member from either Saint Rose or the institution from which the student transferred

Current Saint Rose Students:
• 45 credits completed
• Overall GPA of 3.4
• A grade of B or higher in financial accounting
• A grade of B or higher in managerial accounting
• Letter of recommendation from a Saint Rose faculty member

Maintaining Status in Accelerated Programs:
• Overall GPA of 3.4 at the completion of 45 credits
• Overall GPA of 3.0 from the completion of 45 credits to completion of the undergraduate degree
• A grade of B or higher in financial accounting
• A grade of B or higher in managerial accounting
• Students can receive no more than one C in a graduate level course. An earned C must be retaken at the graduate level unless otherwise specified by the program.
• Students cannot receive a failing grade in a graduate level course.

Losing Eligibility for an Accelerated Bachelor's/Master's Degree Option:

Students who do not maintain the standards outlined for their Accelerated Bachelor's/Master's Degree Option will lose eligibility for this completion option. If these students are in otherwise good standing with the College, they can continue in their current undergraduate program or move to another undergraduate major. We propose that up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher may be applied to their undergraduate degree. These credits might be applied as either general elective credits or to fulfill a requirement within the undergraduate major, depending on the undergraduate major's grade requirements. Major grade restrictions would still apply. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Discontinuing an Accelerated Bachelor's/Master's Degree Options:

Students in good standing may choose to discontinue an Accelerated Bachelor's/Master's Degree Option or withdraw from a dual degree program. These students may then move to another program offered by the college. Up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher would be applied to their undergraduate degree. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Opportunity to apply graduate credits to a future master's degree at Saint Rose if no longer enrolled in Accelerated Program:

Students who withdraw or are dismissed from the Accelerated Bachelor's/Master's Degree Option may apply to a Saint Rose Master's Degree program after completion of the Bachelor's Degree. If accepted to a Saint Rose master's degree program these students may transfer up to 12 graduate credits earned as part of their Saint Rose Bachelor's Degree. Specific courses must be approved for transfer by the faculty advisor, and Department Chair/Program Coordinator. Transfer credit is allowed only for courses in which students have received a grade of “B” or better and within the six-year time limit allowed for completion of the Master's Degree or Certificate of Advanced Study. No more than half of a Certificate of Advanced Study or Master's Degree can be fulfilled with credits that had been applied to a Saint Rose Bachelor's Degree.

Reinstatement in Accelerated Bachelor's/Master's Degree Options:

Students in good academic standing with the college but previously declared ineligible from their Accelerated Bachelor's/Master's Degree Option can apply for reinstatement to the Accelerated Bachelor's/Master's Degree Option after retaking undergraduate courses that resulted in their change of eligibility and/or after earning an overall undergraduate GPA of 3.0 or higher. Students who earned any graduate grade lower than a C or more than one C at the graduate level may not reapply for reinstatement into the Accelerated degree option.

Advising:

Students in this Accelerated Bachelor's/Master's Degree Course of Study will have two advisors while they are undergraduates. A faculty member from the student's undergraduate discipline will serve as the primary advisor while the student is an undergraduate. A faculty member from the graduate program will serve as a secondary advisor. After completing the Bachelor's Degree the advisor from the graduate program will serve as the student’s sole advisor.

Career Opportunities and Graduate Study:

Graduates of this program will be prepared to enter a variety of career opportunities in the field of criminal justice or pursue graduate or professional education.

Find Out More:
Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/

Cyber Forensics – Certificate

Program Overview:
Students may receive more than one certificate, but they must take at least two unique courses for each certificate that they receive. Students can transfer one course from another college into a certificate program. Students seeking a certificate must earn a
minimum of 2.00 in each course. Course substitutions are allowed only with the permission of the Computer Science Department.

Program Contacts:
Professor Mark R. Gilder  
Chair, Computer Science Department  
Email: gilderm@strose.edu  
Program Webpage: Computer Science

Program Requirements:
Certificate in Cyber Forensics (24 credits)
- CSC 202 Intro to Programming 4
- CSC 252 Problem Solving w/JAVA 4
- CSC 317 Digital Forensics 3
- CSC 321 Database Mgmt Systems 4
- CSC 344 Computer Networks 3
- CSC 343 Operating Systems 3
- CSC 444 Adv Networking 3
CSC 202 and CSC 252 may each be taken only twice without faculty permission.

Find Out More:
Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/

Cybersecurity – BS

Program Overview:
The College’s Computer Science and Cybersecurity programs are designed to prepare students with the skills to excel in the high-tech industry. Majors will acquire the knowledge to advance into positions such as computer programming, cybersecurity, systems analysis, systems design, Internet programming and information systems management. Students will also be prepared for graduate school.

In today’s job market, employers often favor candidates with expertise and/or experience in computing. Regardless of a student’s major at Saint Rose, a minor in Computer Science would be an attractive addition to their resume. Students pursuing a minor have the flexibility to choose a course of study.

Computer Science and Cybersecurity majors and minors are required to maintain a minimum academic index of 2.25 in the major, a C or better in each course in the major/minor, including all mathematics courses required by the major, and a 2.25 cumulative GPA. Students may apply 1 C- grade to the major if it is balanced with 1 A grade.

Program Contacts:
Professor Mark R. Gilder  
Chair, Computer Science Department  
Email: gilderm@strose.edu  
Program Webpage: Cybersecurity B.S.

Program Requirements:
Major in Cybersecurity (61 credits)
- CSC 202 Intro to Programming 4
- CSC 317 Digital Forensics 3
- CSC 318 Applications for Cybersecurity 3
- CSC 321 Database Mgmt Systems 4
- CSC 325 Practical Cybersecurity 3
- CSC 338 System Administration 3
- CSC 344 Computer Networks 3
- CSC 345 Operating Systems Fundamentals 3
- CSC 468 Cloud Comptg & Virtual Tech 3
- CSC 470 Cyber-Intern:Insider Threat 3
- CSC 473 Cyber Case Study: IoT Devices 3
- CSC elective beyond CSC 202 3
- BUS 246 Organizational Behavior 3
- BUS 362 Human Resource Management 3
- CJS 440 Cyber Law & Crim Investigation 4
- CJS Elective 3
- MAT 184 Elementary Statistics 4
- PSY 111 Foundations of Psychology 2 3
- PSY 376 Industrial/Organizational Pay 3
CSC 202 and CSC 252 may each be taken only twice without faculty permission.

Internship/Field Experiences/Service:
Elective Course:
- CSC 494 Internship 1 to 6

Culminating Academic Experiences:
Required Courses:
- CSC 470 Cyber-Intern:Insider Threat 3
- CSC 473 Cyber Case Study: IoT Devices 3

Suggested 4 Year Course Plan:
This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 122 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

Year 1

Fall (15 credits)
- CSC 202 Intro to Computer Science (4cr)
- MAT 184 Elementary Statistics (4cr)
<table>
<thead>
<tr>
<th>Year 2</th>
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<tbody>
<tr>
<td><strong>Fall (16 credits)</strong></td>
<td></td>
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<tr>
<td>CSC 344 Computer Networks (3cr)</td>
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</tr>
<tr>
<td>CSC 345 Operating System Fundamentals (3cr)</td>
<td></td>
</tr>
<tr>
<td>CJS 440 Cyber Law &amp; Crime Investigation (4cr)</td>
<td></td>
</tr>
<tr>
<td>Historical Knowledge (L03) (3cr)</td>
<td></td>
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<tr>
<td>General Elective (3cr)</td>
<td></td>
</tr>
<tr>
<td><strong>Spring (16 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>CSC Elective (3cr)</td>
<td></td>
</tr>
<tr>
<td>PSY 376 Industrial/Org Psychology (3cr)</td>
<td></td>
</tr>
<tr>
<td>Laboratory Science (L09) (4cr)</td>
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<tr>
<td>Philosophy or Religious Studies (L06) (3cr)</td>
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<tr>
<td>General Elective (3-cr)</td>
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<tr>
<td><strong>Year 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall (15 credits)</strong></td>
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<tr>
<td>CSC 317 Forensic Computing (3cr)</td>
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<td>CSC 325 Practical Cybersecurity (3cr)</td>
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<tr>
<td>BUS 246 Organizational Behavior (3cr)</td>
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<tr>
<td>Diversity Course (3cr)</td>
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<td><strong>Spring (16 credits)</strong></td>
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<tr>
<td>CSC 338 Systems Administration (3cr)</td>
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<td>CSC 318 Applications for Cybersecurity (3cr)</td>
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<td>CJS Elective (3cr)</td>
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<tr>
<td>Physical Education (L12) (1cr)</td>
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</table>

*An internship is highly recommended and will count for elective CSC credit.*

### Accelerated Degree Option: Cybersecurity BS + MBA:
Students in the B.S. Cybersecurity/MBA Accelerated course of Study are required to take the following undergraduate business courses. These courses provide a strong foundation in business, making it easier for the student to transition to graduate level business courses.

#### Additional Required UG Courses
- ACC 121
- ACC 122
- ECO 205
- ECO 206
- BUS 301

While not required, we encourage students to take the following undergraduate business courses as part of their undergraduate coursework.

#### Recommended UG Courses
- BUS 246
- BUS 253
Students in this accelerated course of study will use the following course substitutions to complete the undergraduate and graduate degrees at an accelerated pace.

### Course Substitutions

<table>
<thead>
<tr>
<th>Undergraduate Course</th>
<th>Graduate Course</th>
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<tbody>
<tr>
<td>General Elective</td>
<td>ACC 522</td>
</tr>
<tr>
<td>General Elective</td>
<td>MBA 516</td>
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<td>MBA 517</td>
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<td>General Elective</td>
<td>MBA 555</td>
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<tr>
<td>General Elective</td>
<td>MBA Elective</td>
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</table>

Requirements for the Master of Business Administration can be found in the current Graduate Catalog.

### Accelerated Degree Option: Cybersecurity BS + Computer Science MS

For the accelerated degree options that include the Computer Science MS, students will be allowed to count 15 graduate credits towards their undergraduate degree. Students will also need to meet all requirements of their BS and MS degrees. Students will be required to take some additional required undergraduate classes, which are listed below:

#### Cybersecurity BS/Computer Science MS

- MAT 184
- MAT 190
- MAT 191
- MAT 295 or CSC 295
- CSC 252
- CSC 302
- CSC 431

Requirements for the Computer Science Master of Science are listed in the current Graduate Catalog.

### Proposed 2 in 4 Plan of Study:

#### Year 1

- **Fall (15 credits)**
  - CSC 202 Intro to Computer Science (4cr)
  - MAT 184 Elementary Statistics (4cr)

#### Year 2

- **Fall (17 credits)**
  - CSC 252 Problem Solving in Java (4cr)
  - MAT 190 Calculus 1 (4cr)
  - Literature (L04) (4cr)
  - Physical Education (L12) (1cr)

- **Summer (4 credits)**
  - Historical Knowledge (L03) (4cr)

#### Year 3

- **Fall (17 credits)**
  - CSC 302 Data Structures (4cr)
  - CSC 344 Computer Networks (3cr)
  - CSC 345 Operating System Fundamentals (3cr)
  - CJS 440 Cyber Law & Crim Investigation (4cr)

- **Spring (17 credits)**
  - CSC Elective (3cr)
  - PSY 376 Industrial/Org Psychology (3cr)
  - MAT 191 Calculus 2 (4cr)
  - Laboratory Science (L09) (4cr)
  - Philosophy or Religious Studies (L06) (3cr)

- **Summer (6 credits)**
  - BUS 246 Organizational Behavior (3cr)
  - General Elective (3cr)

#### Year 4

- **Fall (12 credits)**
  - CSC 507 Software Engineering (3cr)
  - CSC 541 Networks (3cr)
  - CSC Grad Electives (6cr)

- **Spring (12 credits)**
  - CSC 542 Theory of Computation (3cr)
  - CSC 538 Systems Administration (3cr)
CSC Grad Electives (3cr)
CSC595 Project-Based Internship (3cr)

General Information on Accelerated Degree Options (Bachelor's + Master's):

Eligibility Standards:

High School Students:
- Minimum high school GPA of 92
- Combined SAT of 1100 (out of 1600) OR ACT of 24
- Letter of recommendation specifically for the Accelerated Bachelor's/Master's Degree Program from a high school teacher or counselor

Transfer Students:
- 45 credits completed
- GPA of 3.4 overall or at least a 3.4 GPA in the last 30 credits
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a faculty member from either Saint Rose or the institution from which the student transferred

Current Saint Rose Students:
- 45 credits completed
- Overall GPA of 3.4
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a Saint Rose faculty member

Maintaining Status in Accelerated Programs:
- Overall GPA of 3.4 at the completion of 45 credits
- Overall GPA of 3.0 from the completion of 45 credits to completion of the undergraduate degree
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Students can receive no more than one C in a graduate level course. An earned C must be retaken at the graduate level unless otherwise specified by the program.
- Students cannot receive a failing grade in a graduate level course.

Losing Eligibility for an Accelerated Bachelor's/Master's Degree Option:

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Discontinuing an Accelerated Bachelor's/Master's Degree Options:

Students in good standing may choose to discontinue an Accelerated Bachelor's/Master's Degree Option or withdraw from a dual degree program. These students may then move to another program offered by the college. Up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher would be applied to their undergraduate degree. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Opportunity to apply graduate credits to a future master's degree at Saint Rose if no longer enrolled in Accelerated Program:

Students who withdraw or are dismissed from the Accelerated Bachelor’s/Master’s Degree Option may apply to a Saint Rose Master's Degree program after completion of the Bachelor’s Degree. If accepted to a Saint Rose master's degree program these students may transfer up to 12 graduate credits earned as part of their Saint Rose Bachelor's Degree. Specific courses must be approved for transfer by the faculty advisor, and Department Chair/Program Coordinator. Transfer credit is allowed only for courses in which students have received a grade of “B” or better and within the six-year time limit allowed for completion of the Master’s Degree or Certificate of Advanced Study. No more than half of a Certificate of Advanced Study or Master's Degree can be fulfilled with credits that had been applied to a Saint Rose Bachelor's Degree.

Reinstatement in Accelerated Bachelor's/Master's Degree Options:

Students in good academic standing with the college but previously declared ineligible from their Accelerated Bachelor’s/Master’s Degree Option can apply for reinstatement to the Accelerated Bachelor's/Master's Degree Option after retaking undergraduate courses that resulted in their change of eligibility and/or after earning an overall undergraduate GPA of 3.0 or higher. Students who earned any graduate grade lower than a C or more than one C at the graduate level may not reapply for reinstatement into the Accelerated degree option.
Advising:

Students in this Accelerated Bachelor’s/Master’s Degree Course of Study will have two advisors while they are undergraduates. A faculty member from the student’s undergraduate discipline will serve as the primary advisor while the student is an undergraduate. A faculty member from the graduate program will serve as a secondary advisor. After completing the Bachelor’s Degree the advisor from the graduate program will serve as the student’s sole advisor.

Career Opportunities and Graduate Study:

Careers

Through an inter-disciplinary curriculum, students will graduate with a broad range of knowledge and skills, which will prepare them for a variety of positions in cybersecurity. Students will also be prepared to attend graduate programs in their field.

Program

Cybersecurity students receive industry specific training on the same hardware and software they will encounter in the "real world." And, since Saint Rose is located in the heart of New York's Tech Valley, internship opportunities in the computer industry abound.

Find Out More:

Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/

Early Childhood and Childhood Education (Birth-Grade 6) – BS

Program Overview:

The Teacher Education department identifies the purposes of its education sequence for Early Childhood and Childhood Education students seeking initial certification at the undergraduate level as the development of education professionals who are reflective practitioners able to link content, theory, and practice and create effective learning environments for pupils with the full range of abilities and experiential backgrounds.

The undergraduate program in Early Childhood and Childhood Education leads to a Bachelor of Science in Early Childhood and Childhood Education and prepares students to teach Birth-grade 6. The program has three components: an education sequence, the Liberal Education requirements, and an academic concentration in an area of liberal arts or science (see below for descriptions of academic concentrations). Early Childhood and Childhood Education majors should refer to the catalog section on Liberal Education requirements for the specific regulations.

Students may also obtain an extension to teach their concentration area in grades 7-9. The middle school extension is described further below.

In order to maintain good standing through all stages of the teacher preparation program, students are required to maintain the following academic standards: 2.25 cumulative index, 2.75 index in the education sequence, 2.25 index in the academic concentration, and a minimum grade of C+ in each required course of the education major. Students are allowed to repeat only once courses in the major for which they have earned C+ or below. These requirements must be met in order to student teach and to graduate from the program. Courses in the education sequence and the academic concentration may not be taken on a pass/fail basis.

Significant progress toward completion of the concentration should be made prior to student teaching. All courses in the education sequence with the exception of EDU 493 and EDU 494 must be completed prior to student teaching. Because students must maintain a 2.25 GPA and a 2.75 GPA in the education sequence in order to student teach and graduate, a significant portion of the concentration should be completed at Saint Rose.

Fingerprinting clearance from The New York State Department of Education is required for all field experiences. Fingerprinting information is available on the New York State Department of Education “TEACH” website http://www.highered.nysed.gov/rtcert/teach. Students should note that education courses with field experiences have catalog course descriptions that include a statement on mandatory fingerprinting.

Program Contacts:

Teacher Education Department

Email: teachered@strose.edu

Program Requirements:

Major in Early Childhood and Childhood Education (Birth-Grade 6) (54 credits)

EDU 100 Intro to ECE & Child Ed 0
EDU 200 Lang Lrrns in Multilingual Set 2
EDU 231 Infant, Toddler, Pre-Sch Educ 3
EDU 245 Curric, Assess & Instruct 1-6 4
EDU 300 Foundations of Education 3
EDU 360 Literacy & Lit Emerg/Beg Rdrs 4
EDU 380 Literacy & Lit Trns/Intm Rdrs 4
EDU 390 Teaching Math, PckeGr 6 4
EDU 391 Teaching Sci & Tech Birth-Gr6 3
EDU 392 Teaching ELA,SS,Arts, PckeGr-Gr6 4
EDU 480 Residency in ECE & Child Ed 1
EPY 244 Child & Adolescent Development 4
EPY 350 Educational Psychology 3
SED 225 Fnd&Pract Incl Stud w/Dis PK-6 3
EDU 102 Violence Prevention 0
EDU 103 Child Abuse Prevention 0
EDU 111 Dignity for All Students 0
EPY 337 Substance Use Prevention 0
EDU 491 Student Teaching ECE/Ch Ed 9
EDU 493 Portfolio in Elem Educ & ECE 1
EDU 494 Stdnt Tchg Sem:Child Edu & ECE 2
EDU 300 and EDU 380 are approved as fulfilling the writing-intensive requirement.

EPY 244 is approved and counted as a Liberal Education course/elective.

EDU/SEE 360: Students who transfer in a course that is equivalent to EDU/SEE 360 for 3 credits must also take SEE 362 for 1 credit.
Academic Concentrations for Early Childhood and Childhood Education Majors (Birth-Grades 6)

All Early Childhood and Childhood Education students must fulfill the College's Liberal Education requirements and must fulfill the requirements for an academic concentration to comply with New York State teacher certification regulations. The purpose of the academic concentration in a liberal arts or sciences discipline or an interdisciplinary field is to provide a focused depth and breadth of preparation and study, beyond the broad general education requirement, that will enable the Childhood Education major to develop a degree of expertise in a chosen discipline or interdisciplinary field.

Childhood Education majors are required to complete an academic concentration of 30-33 credits in one of the following disciplines: Biology, Computing and Logic, English Language Arts, General Science, Mathematics, Social Studies or Spanish. The requirements of the academic concentrations are listed below. Note: While students must complete the total credits necessary for graduation, 2 courses in a 30-credit concentration and 3 courses in a 33-credit concentration may be shared between the Liberal Education requirements and the academic concentration.

Biology Concentration (30 credits)

- BIO 190 Principles of Biology 1 3
- BIO 190L Principles of Biology 1 Lab 1
- BIO 191 Principles of Biology 2 3
- BIO 191L Principles of Biology 2 Lab 1
- BIO 210 Anatomy and Physiology 3
- BIO 210L Anatomy and Physiology Lab 1
- or
- BIO 350 General Microbiology 3
- BIO 350L General Microbiology Lab 1
- Two Biology Laboratory courses at the 200-level or higher

Computing and Logic Concentration (33-35 Credits)

Studying fundamental computer science lays the groundwork for a career of applied computational thinking applicable to any field. Computer science emphasizes algebra and mathematical reasoning, hence strengthening the overall preparation of a future teacher. A concentration in Computing and Logic goes far beyond providing knowledge of a computer-based toolset to use in the classroom. Students in this concentration will become better equipped in conceptualization, problem-solving and abstract thinking. This concentration supports the STEM coalition efforts to improve the way our students learn science, mathematics, technology and engineering.

Computer Science Courses (20-22 Credits)

Required Courses:

- CSC 104 Education Computing 3
- CSC 115 Fundamental Computer Security 3
- CSC 202 Intro to Programming 4
- CSC 252 Problem Solving w/JAVA 4

* CSC 202 and CSC 252 may each be taken only twice without faculty permission.

Choose Two 300-level Courses (6-8 Credits):

- CSC 302 Data Structures 4
- CSC 317 Digital Forensics 3
- CSC 318 Applications for Cybersecurity 3
- CSC 321 Database Mgmt Systems 4
- CSC 325 Practical Cybersecurity 3
- CSC 332 Microcomp Arch & Prog 3
- CSC 338 System Administration 3
- CSC 342 Artificial Intelligence 3
- CSC 344 Computer Networks 3
- CSC 345 Operating Systems Fundamentals 3
- CSC 352 Adv Python Programming 3
- CSC 355 Internet Program 1 3
- CSC 370 Theory of Computation 3
- CSC 375 App Development 3
- CSC 380 Topics 3
- CSC 381 Programming UNIX with C 3
- CSC 382 Programming in C++ 3
- CSC 383 Programming in Python 2
- CSC 385 Competitive Programming 1
- CSC 395 CSC-395 3

Mathematics Courses (13 Credits)

Students who transfer in MAT 185 or MAT 190 or who score 36 on the math placement test are not required to take MAT 180 and may substitute the higher-level MAT course with advisor approval. In these cases, the higher-level MAT course satisfies the MAT 180 prerequisite for upper level courses.

Required Courses:

- MAT 180 College Algebra 3
- MAT 184 Elementary Statistics 4
- MAT 181 College Algebra II 4
- or
- MAT 185 Pre-Calculus Mathematics 3

Additional Course (choose one):

- MAT 190 Calculus 1 4
- MAT 191 Calculus 2 4
- MAT 201 Calculus 3 4
- MAT 240 Linear Algebra 3
- MAT 295 Discrete Math Structures 3
- MAT 300 Geometries 3
- MAT 302 Differential Equations 3
- MAT 320 Number Theory 3
- MAT 350 Abstract Algebra 3
- MAT 372 Introduction to Probability 3
- MAT 380 Special Topics 3
- MAT 395 Discrete Mathematics II 3

English Language Arts Concentration (33 credits)

English Language Arts concentrators may not transfer in courses to fulfill their ELA requirements after they have matriculated at the College of Saint Rose.

Required Courses:

- ENG 105 Expos Wrtg, Spkng, Rsrch Tech 4
- ENG 114 Intro Lit Genres/Traditions 4

One 200-level early literature course:

- ENG 223 Sympathy & Early Amer Novel 4
- ENG 226 Women & Wrtg (Early Periods) 4
- ENG 230 Early British Literature 4
- ENG 244 Early World Literature 4
ENG 250 Literature course from those listed above (2 or 4 credits):
ENG 251 Women & Wrtg (Early Periods) 4
ENG 252 Women & Wrtg (Later Periods) 4
ENG 253 Comparative Ethnic US Lit 4
ENG 254 Latinx Literature 4
ENG 255 Postcolonial Literatures 4
ENG 256 Asian American Literature 4
ENG 257 Native American Literature 4
ENG 258 Queer Literary Studies 4
ENG 259 Studies in Women's Literature 4
ENG 260 Studies in Diverse Literatures 4
ENG 256 Diverse Voices in Literature 4
ENG 257 Black Literatures 4
ENG 258 Women & Wrtg (Early Periods) 4
ENG 259 Women & Wrtg (Later Periods) 4
ENG 260 Comparative Ethnic US Lit 4
ENG 261 Latinx Literature 4
ENG 262 Postcolonial Literatures 4
ENG 263 Asian American Literature 4
ENG 264 Native American Literature 4
ENG 265 Queer Literary Studies 4
ENG 266 Studies in Black Literatures 4
ENG 267 Studies in Women's Literature 4
ENG 268 Studies in Diverse Literatures 4
ENG 250 Language and Linguistics 4
ENG 251 Creative Writing 4
ENG 252 Imaginative Writing/Pedag 2
ENG 253 Nonfiction Writing/Pedag 2
ENG 254 Writing for Digital Media 4
ENG 255 Intro to Digital Publishing 4
ENG 256 Online Lit Jnl Edit & Pub 4
ENG 257 Writing Digtl Media Criticism 4
COM 221 Mobile Journalism 3
COM 250 Conflict Management 3
COM 240 Interpersonal Communication 3
COM 241 Gender and Communication 3
COM 242 Communication and Culture 3
ENG 215 Intro to Digital Media 4
ENG 259 Film: Theory & Practice 4
ENG 218 Oral Interpret of Literature 4
ENG 219 Poetry in Performance 4
ENG 256 Imaginative Writing/Pedag 2
ENG 247 Nonfiction Writing/Pedag 2
ENG 272 Literature Topics/Tehrs 2
ENG 273 Language Topics/Tehrs 2
ENG 274 Performance Topics 2
ENG 275 Comp & Rhetoric/Tehrs 2
ENG 276 Film/Media Topics/Tehrs 2
ENG 292 Literature Short Crse/Tehrs 1
ENG 295 Writing Short Crse/Tehrs 1
ENG 296 Film/Media Short Course 1

General Science Concentration (30 credits)

BIO 112 Environmental Science 4
BIO 190 Principles of Biology 1 3
BIO 190L Principles of Biology 1 Lab 1
BIO 191 Principles of Biology 2 3
BIO 191L Principles of Biology 2 Lab 1
CHM 190 Gen Chemistry 1 3
CHM 190L Gen Chemistry 1 Lab 1
CHM 191 Gen Chemistry 2 3
CHM 191L Gen Chemistry 2 Lab 1
PHY 190 Fundamentals of Physics 1 3
PHY 190L Fundamentals of Physics 1 Lab 1

Mathematics Concentration (30-32 credits)

Required Courses:
MAT 180 College Algebra 3
MAT 181 College Algebra II 4
MAT 184 Elementary Statistics 4
MAT 185 Pre-Calculus Mathematics 3
MAT 190 Calculus 1 4
MAT 191 Calculus 2 4
MAT 302 Intro to Programming 4

Depth of Study (9-11 credits)

Choose two courses from the following:
MAT 201 Calculus 3 4
MAT 240 Linear Algebra 3
MAT 295 Discrete Math Structures 3
MAT 300 Geometries 3
MAT 302 Differential Equations 3
MAT 320 Number Theory 3
MAT 350 Abstract Algebra 3
MAT 372 Introduction to Probability 3
MAT 380 Special Topics 3
MAT 395 Discrete Mathematics II 3
MAT 480 Topics in Mathematics 1 to 4

Social Studies Concentration (32 credits)

Social Studies concentrators may not transfer in core courses after they have matriculated at The College of St. Rose; six out of eight of the content courses in the concentration must be completed at Saint Rose.

Core Courses:
POS 112 Critical Analysis US Politics 4
POS 142 Political Ideologies 4
HIS 204 Social Studies Economics 4
HIS 215 New York State, 1600-1945 4
HIS 227  US History since 1865  4
HIS 226  US History to 1865  4
HIS 300  World History and Political Geography  4

Students must pass HIS 215 or HIS 227 in their first year with a C grade or better. HIS 215 may only be repeated once and serves as a pre-requisite for HIS 204.

Additional Coursework:
Choose one additional 100- or 200-level POS course (4 credits)
Choose one 100- or 200-level non-US HIS course (4 credits)

Spanish Concentration (30 credits)

Required Courses:
SPA 203  Memory and Culture  3
SPA 204  Discovery and Culture  3
SPA 216  Spanish Conversation  3
SPA 300  Spanish Written Expression  3
SPA 301  Reading for Comprehension  3
SPA 325  Advanced Conversation  3
SPA 414  Applied Linguistics  3

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

If SPA 203, SPA 204, and SPA 216 are waived, the student needs to replace each of them with 3 hours of upper-level elective courses.

One additional course chosen from:
SPA 305  Survey Spanish Literature 1  3
SPA 306  Survey Spanish Literature 2  3
SPA 307  Survey Spanish-American Literature  3

Two Spanish 300-400 level elective courses (6 credits)

Internship/Field Experiences/Service:
EDU 300: Foundations of Education (5 hours Kindergarten)
EPY 244: Child and Adolescent Development (10 hours family and community)
EDU 231: Infant, Toddler, and Preschool Education (7.5 hours)
EDU 200: Language Learners in Multilingual Settings (5 hours)
EPY 350: Educational Psychology (10 hours)
EDU 245: Curriculum and Instruction (15 hours)
SED 225: Including Students with Disabilities (15 hours with students with disabilities)
EDU 380: Literacy & Literature for Transitional and Intermediate Readers (15 hours)
EDU 390: Teaching Mathematics, Prekindergarten-Grade 6 (15 hours ages)
EDU 391: Teaching Science and Technology, Prekindergarten-Grade 6 (15 hours ages)
EDU 392: Teaching ELA, Social Studies and the Fine Arts, PreK-Grade 6 (15 hours)
EDU 480: Portfolio and Residency in Early Childhood and Childhood Education (15 hours)

Culminating Academic Experiences:
Required Courses:
EDU 491  Student Teaching ECE/Ch Ed  9
EDU 493  Portfolio in Elem Educ & ECE  1
EDU 494  Student Teaching Sem:Child Edu & ECE  2

Suggested 4 Year Course Plan:
This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

Year 1

Fall (13-14 credits)
EDU 100: Introduction to Early Childhood and Childhood Education (0)
ENG 105: Expository writing, oral communication, and research techniques C1 (4)

Mathematics C6 (3)
Language C3 (3)
Concentration course (3-4)

Spring (16-17 credits)
EDU 300: Foundations of Education (3)
EPY 244: Foundations of Education (4)

Mathematics C6 (3)
History C9 (3)
Concentration course (3-4)

Year 2

Fall (16-17 credits)
EDU 231: Infant, Toddler, and Preschool Education (3)
EDU 200: Language Learners in Multilingual Settings (2)
Science C5 (4)

Literature C2 (4)

Concentration course (3-4)

**Year 2**

Spring (17 credits)

EPY 350: Educational Psychology (3)

EDU 360: Literacy and Literature for Beginning Readers (4)

EDU 102 Violence prevention workshop (0)

Science C5 (4)

Social Science C8 1 (3)

Concentration course (3)

**Year 3**

Fall (16-17 credits)

EDU 245: Curriculum and Instruction (4)

SED 225: Including Students with Disabilities (3)

EDU 103 Child abuse and abduction prevention workshop (0)

Computer science C7 (3)

Concentration course (3-4)

Social Science C8 2 (3)

Spring (16-18 credits)

*Junior stem block* EDU 390: Teaching Mathematics, Prekindergarten-Grade 6 (4)

EDU 391: Teaching Science and Technology, Prekindergarten-Grade 6 (3)

EPY 337: Substance abuse workshop (0)

Philosophical or theological ethical inquiry C4 (3)

Concentration course (3-4)

Concentration course (3-4)

**Year 4**

Fall (12-13 credits)

*Senior arts and humanities block* SEE/EDU 380: Literacy and Literature for Transitional and Intermediate Readers (4)

EDU 392: Teaching English Language Arts, Social Studies and the Fine Arts, Prekindergarten-Grade 6 (4)

EDU 480: Portfolio and Residency in Early Childhood and Childhood Education (1)

EDU 111: Dignity for all students act workshop (0)

Concentration course (3-4)

Optional 6 credits for middle school extension or electives

Spring (12 credits)

Student teaching

EDU 491: Student Teaching in Early Childhood and Childhood Education (9)

EDU 494: Seminar in Early Childhood and Childhood Education (2)

EDU 493: Portfolio in Early Childhood and Childhood Education (1)

**Grades 7-9 Extension (Optional):**

Extensions are not required as part of the Early Childhood and Childhood Education major at Saint Rose. The New York State Education Department offers an extension for grades 7-9 to the initial teaching certificates obtained for Early Childhood and Childhood Education (Birth-Grade 6). An extension will show that the certified childhood education teacher has additional expertise to teach a subject in grades 7-9. Subjects for the 7-9 Extension are: Biology, English, Mathematics, and Social Studies. Early Childhood and Childhood Education majors who wish the College to recommend them to the New York State Education Department for an extension must complete an academic concentration of at least 30 credits in the extension area, all requirements for the Early Childhood and Childhood Education (Birth-Grade 6) program, all requirements for initial teacher certification in Childhood Education, must obtain fingerprint clearance prior to beginning all field experiences, and the following additional requirements.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 340</td>
<td>Adolescence Enrichment</td>
<td>2</td>
</tr>
<tr>
<td>EDU 440</td>
<td>Middle Level Education</td>
<td>3</td>
</tr>
</tbody>
</table>

The New York State Teacher Certification Examination required for a 7-9 extension to teach a subject area.
Career Opportunities and Graduate Study:
Upon fulfilling the academic requirements of the program, receiving fingerprint clearance and passing examinations required by the New York State Education Department, students qualify for Birth-6th grade initial certification in New York State. Within five years, teachers with initial certification must apply for professional certification, which is contingent upon earning a relevant master’s degree and obtaining teaching experience that includes mentoring.

Careers
As a Saint Rose early childhood and childhood education graduate, you will be the highly skilled and experienced teacher that potential employers are looking for. The College’s Career Development Center works closely with the School of Education to provide career services including teacher job fairs and workshops which have resulted in significant numbers of education graduates acquiring teaching positions in the Capital Region and nationwide, since New York has reciprocal certification agreements with various states in the Northeast.

Graduate Study
The Bachelor’s Degree in Early Childhood and Childhood Education that you earn from Saint Rose will grant you initial certification in this field. To gain professional certification, you must earn a master’s degree in elementary education or a related field such as curriculum and instruction, educational psychology, special education, literacy, or middle level education. While some of our students pursue graduate study at other institutions, many education graduates choose to pursue their master’s degrees with the faculty they have come to respect as mentors. The College of Saint Rose has one of the lowest tuitions of all New York state private colleges and we offer a variety of scholarships, including multicultural and academic talent. More than 90% of our students receive several forms of financial aid.

Find Out More:
Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/

English – BA
Program Overview:
English majors explore literature from antiquity through the contemporary moment, from within and without the traditional canon, and from a variety of critical and cultural perspectives. English students also study expository and creative writing, performance, and film. Career opportunities for graduates in English include publishing, editing, journalism, website content development, advertising, library and information science, teaching on all levels, broadcasting, technical writing, and public relations. English majors also qualify for a wide variety of administrative positions in business, government, and human service. Our majors are well prepared for graduate study in English and other fields, such as law.

The English program also offers other important opportunities: an affiliation agreement with Regent’s College in London, allowing Saint Rose students to spend a semester abroad without concern about transferring the credits earned; and a 3+3 program for exceptional students who wish to pursue advanced study in law. All English majors gain professional experience as seniors: English majors complete an internship in a professional context, such as a government agency, non-profit organization, or public relations firm.

The English Department provides minors in writing, film and digital media studies, digital publishing, and literature to students in all disciplines.

Policies
Once students have matriculated, courses counting as major or concentration requirements must be taken at The College of Saint Rose. Writing courses may not ordinarily be taken on an audit basis. Students must receive a grade of C or better in courses counting toward the major.

Program Contacts:
Dr. Jennifer Marlow
Chair, English Department
Email: marlowj@strose.edu
Program Webpage: English

Program Requirements:
Major in English (48 credits)
Required courses (16 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 112</td>
<td>Intro to Literary Studies</td>
<td>4</td>
</tr>
<tr>
<td>ENG 330</td>
<td>Critical Theory</td>
<td>4</td>
</tr>
<tr>
<td>ENG 494</td>
<td>English Internship</td>
<td>4</td>
</tr>
<tr>
<td>ENG 498</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

ENG 330 prerequisites: ENG 112 or ENG 114 and two literature courses at the 200-level or one 200-level and one 300-level literature course.

ENG 494 and ENG 498 prerequisites: ENG 330, one 300-level writing course, 90 credits, and at least one 300-level literature course.

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

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

Literature Courses (20 credits):

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two 200-level literature courses</td>
<td>8</td>
</tr>
<tr>
<td>Three 300-level literature courses</td>
<td>12</td>
</tr>
</tbody>
</table>
Two of these courses, on either the 200- or 300-level, must be in Early Literature and two, on either the 200- or 300-level, in Later Literature.

**Writing courses (8 credits):**
- 200-level writing course 4
- 300-level writing course 4

**Performance Arts or Film/Digital Media course (4 credits):**
- Performance Arts or Film/Digital Media course 4

**Categories for English elective courses:**

**Early Literature (Pre-1800 for British Literature; pre-1900 for American Literature; pre-1650 for World Literature):**
- ENG 223 Sympathy & Early Amer Novel 4
- ENG 226 Women & Wrtg (Early Periods) 4
- ENG 230 Early British Literature 4
- ENG 240 Children and Literature 4
- ENG 244 Early World Literature 4
- ENG 261 Earlier Shakespeare 4
- ENG 271 Crime&Punish in Poe's America 4
- ENG 320 Studies 19th-C. US Literature 4
- ENG 328 Interdisciplinary Connections 4
- ENG 335 Studies in Renaissance Lit 4
- ENG 342 Studies in Medieval Literature 4
- ENG 344 Restor/18th C. British Lit 4
- ENG 346 Shakespeare on Film 4
- ENG 350 Romanticism/Early19thCBritLit 4
- ENG 371 Studies in Women's Literature 4
- ENG 381 Periodical Studies 4

**Later Literature (Post-1800 for British Literature; post-1900 for American Literature; post-1650 for World Literature):**
- ENG 216 Black Literatures 4
- ENG 217 Crime Fiction 4
- ENG 221 20th-C. US Literature 4
- ENG 227 Women & Wrtg (Early Periods) 4
- ENG 229 Contemporary Poetry 4
- ENG 231 Post-1800 British Liter 4
- ENG 234 Comparative Ethnic US Lit 4
- ENG 235 Latinx Literature 4
- ENG 236 Postcolonial Literatures 4
- ENG 240 Chinese American Literature 4
- ENG 241 Native American Literature 4
- ENG 245 Literary Movements 4
- ENG 247 Children and Literature 4
- ENG 248 Queer Literary Studies 4
- ENG 249 Restor/18th C. British Lit 4
- ENG 250 Shakespeare on Film 4
- ENG 255 Comparative Ethnic US Lit 4
- ENG 256 Studies in Modernism 4
- ENG 257 Studies in Medieval Literature 4
- ENG 259 Victorian Literature & Culture 4
- ENG 260 Studies in the Novel 4
- ENG 266 Studies in Women's Literature 4
- ENG 271 Crime&Punish in Poe's America 4
- ENG 275 Film: Theory & Practice 4

**300-level literature courses (all writing-intensive):**
- ENG 320 Studies 19th-C. US Literature 4
- ENG 322 Studies in Modernism 4
- ENG 323 Studies 20th-C. US Literature 4
- ENG 328 Interdisciplinary Connections 4
- ENG 335 Studies in Renaissance Lit 4
- ENG 336 Studies in Black Literatures 4
- ENG 340 Studies in the Novel 4
- ENG 342 Studies in Medieval Literature 4
- ENG 344 Restor/18th C. British Lit 4
- ENG 346 Shakespeare on Film 4
- ENG 350 Comparative Ethnic US Lit 4
- ENG 355 Victorian Literature & Culture 4
- ENG 370 Studies in Women's Literature 4
- ENG 371 Studies in Diverse Literatures 4
- ENG 372 Literary and Cultural Studies 4
- ENG 373 Studies in Contemporary Narrative 4
- ENG 375 Studies in Digital Media 4
- ENG 377 Studies in Film 4
- ENG 381 Periodical Studies 4

**200-level writing courses:**
- ENG 206 Creative Writing 4
- ENG 246 Imaginary Wrtg Pract/Pedag 2
- ENG 247 Nonfic Wrtg Wrkshp Pract/Pedag 2

*ENG 240, ENG 328, ENG 371 and ENG 381 depending on topic.*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 251</td>
<td>Nonfiction Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 252</td>
<td>Writing for Digital Media</td>
<td>4</td>
</tr>
<tr>
<td>ENG 253</td>
<td>Intro to Digital Publishing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 254</td>
<td>Online Lit Jnl Edit &amp; Pub</td>
<td>4</td>
</tr>
<tr>
<td>ENG 255</td>
<td>Writing Digit Media Criticism</td>
<td>4</td>
</tr>
</tbody>
</table>

**300-level writing courses (all writing-intensive):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 311</td>
<td>Wrtg Creative Nonfiction</td>
<td>4</td>
</tr>
<tr>
<td>ENG 312</td>
<td>Writing Poetry</td>
<td>4</td>
</tr>
<tr>
<td>ENG 313</td>
<td>Writing Fiction</td>
<td>4</td>
</tr>
<tr>
<td>ENG 314</td>
<td>Script Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 315</td>
<td>Professional Writing &amp; Editing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 317</td>
<td>Advanced Prose Writing</td>
<td>4</td>
</tr>
</tbody>
</table>

**Performance Arts courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 218</td>
<td>Oral Interpret of Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 219</td>
<td>Poetry in Performance</td>
<td>4</td>
</tr>
</tbody>
</table>

**Film/Digital Media courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 115</td>
<td>Intro to Digital Media</td>
<td>4</td>
</tr>
<tr>
<td>ENG 252</td>
<td>Writing for Digital Media</td>
<td>4</td>
</tr>
<tr>
<td>ENG 253</td>
<td>Intro to Digital Publishing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 254</td>
<td>Online Lit Jnl Edit &amp; Pub</td>
<td>4</td>
</tr>
<tr>
<td>ENG 255</td>
<td>Writing Digit Media Criticism</td>
<td>4</td>
</tr>
<tr>
<td>ENG 279</td>
<td>Film: Theory &amp; Practice</td>
<td>4</td>
</tr>
<tr>
<td>ENG 314</td>
<td>Script Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 315</td>
<td>Professional Writing &amp; Editing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 346</td>
<td>Shakespeare on Film</td>
<td>4</td>
</tr>
<tr>
<td>ENG 375</td>
<td>Studies in Digital Media</td>
<td>4</td>
</tr>
<tr>
<td>ENG 379</td>
<td>Studies in Film</td>
<td>4</td>
</tr>
<tr>
<td>ENG 381</td>
<td>Periodical Studies</td>
<td>4</td>
</tr>
</tbody>
</table>

* Additional courses with a film and/or digital media focus may also fulfill this requirement.

**Internship/Field Experiences/Service:**

**Required Course:**

English majors complete an internship in a professional context, such as a government agency, non-profit organization, or public relations firm.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 494</td>
<td>English Internship</td>
<td>4</td>
</tr>
</tbody>
</table>

**Culminating Academic Experiences:**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 498</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

**Suggested 4 Year Course Plan:**

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. This plan should be used along with your Degree Works and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

**Year 1:**

- **Fall (15 credits)**
  - ENG 105 (C1) (4 cr)
  - ENG 112 (4 cr)
  - Core Requirement (C5) (4 cr)
  - Core Requirement (C3) (3 cr)

- **Spring (13-14 credits)**
  - 200-level literature (C2) (4 cr)
  - Core Requirement (C8) (3-4 cr)
  - Core Requirement (C6) (3 cr)
  - Core Requirement (C4) (3 cr)

**Year 2:**

- **Fall (14-15 credits)**
  - 200-level literature (4 cr)
  - ENG Perf/Film/Digital Media (4 cr)
  - Core requirement (C9) (3 cr)
  - Core requirement (C8) (3-4 cr)

- **Spring (14-15 credits)**
  - 200-level writing course (4 cr)
  - ENG 330 or 300-level literature (4 cr)
  - Core requirement (C7) (3 cr)
  - General Elective or Minor course (3-4 cr)

**Year 3:**

- **Fall (14-16 credits)**
  - ENG 330 or 300-level literature (4 cr)
  - ENG 300-level literature (4 cr)
  - General elective or minor (3 or 4 cr)
General elective or minor (3 or 4 cr)

Spring (15-17 credits)
ENG 300-level literature (4 cr)
ENG 300-level writing (4 cr)
General elective or minor (3 or 4 cr)
General elective or minor (3 or 4 cr)

Year 4:

Fall (17-18 credits)
ENG 494 or ENG 498 (4 cr)
ENG 300-level literature (4 cr)
General elective or minor (3 cr)
General elective or minor (3 cr)
General elective or minor (3 or 4 cr)

Spring (16 credits)
ENG 494 or ENG 498 (4 cr)
General elective or minor (3 cr)
General elective or minor (3 cr)
General elective or minor (3 cr)
General elective or minor (3 cr)

Two of your literature courses, on either the 200 or 300 level, must be in Early Literature and two, on either the 200 or 300 level, in Later Literature.

Early Literature courses are pre-1800 for British Literature; pre-19005 for American Literature; and pre-1650 for World Literature.

In certain situations, students may substitute ENG 114 for ENG 112.

Career Opportunities and Graduate Study:
Career opportunities for graduates in English include publishing, editing, journalism, website content development, advertising, library and information science, teaching on all levels, broadcasting, technical writing, and public relations. English majors also qualify for a wide variety of administrative positions in business, government, and human service. Our majors are well prepared for graduate study in English and other fields, such as law.

Careers for English Majors

Although there is not one obvious career choice for an English major, the possibilities are almost endless. This isn’t just an empty promise, either. Look below for a sampling of positions held by recent English graduates at The College of Saint Rose.

- Digital Operations Administrator at Barnes & Noble’s digital headquarters in Manhattan
- Parent Engagement Facilitator for the Reading School District
- Associate of Rights and Permissions for Penguin Random House Audio, New York, NY
- Assistant Professor of Poetry/Social Action and Composition Studies at California State University Monterey Bay
- House Principal, Farnsworth Middle School in Guilderland, NY
- Student Development at Columbia College
- Public Affairs Officer, US Navy
- Case Manager/Housing Specialist in County Mental Health Department
- Human Resources Specialist
- Assistant Professor of English at several colleges, e.g., Union College, Western Arizona State College, Siena College
- Assistant Professor at community colleges, e.g., Fulton Montgomery Community College, Adirondack Community College, Hudson Valley Community College
- Directors of Writing Centers at colleges, e.g., Siena and FMCC
- Editor at Thomson West
- Editor, Federal Register
- Lawyer, Warren County
- High School Guidance Counselor
- Director of Prayer and Worship for a Catholic diocese
- Case Manager at a school for court-referred girls
- High school and middle school English Teachers in many local and regional and national secondary schools, such as Schalmont, Shaker, Schenectady, Bethlehem Central, Colonie Central, Watervliet, Cohoes, Scotia-Glenville, and Voorheesville
- Medical Services Coordinator
- Program Officer for Support Group
- Peace Corps Worker in French-speaking Africa
- Positions in Advertising
- Librarian
- Positions in Public Relations
- Positions in Business Administration
- Positions in Forestry
- Events Manager and Fundraising Associate

Graduate Study
Many of our majors also go on to graduate school and have been successful in achieving M.A., M.F.A., J.D. and Ph.D. degrees in a
range of fields from such institutions as Binghamton University, Emerson College, Harvard University, New York University, the State University of New York at Albany, Stony Brook University, Northeastern University, University of New Hampshire, Helen ZELL Writers' Program at the University of Michigan, and many others.

Find Out More:
• Mission and History
• Academic Policies
• Academic Integrity
• Academic Scholarship
• Faculty Directory
• Library
• Technology
• Career Center
• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics

English: Adolescence Education – BA

Program Overview:
English and English: Adolescence Education majors explore literature from antiquity through the contemporary moment, from within and without the traditional canon, and from a variety of critical and cultural perspectives. English students also study expository and creative writing, performance, and film. English: Adolescence Education qualifies students for initial certification by New York State to teach English in grades 7 through 12. Refer to the Adolescence Education catalog section for the education sequence program requirements and policies.

The English Department provides minors in writing, film and digital media studies, digital publishing, and literature to students in all disciplines.

The English program also offers other important opportunities: an affiliation agreement with Regent’s College in London, allowing Saint Rose students to spend a semester abroad without concern about transferring the credits earned; and a 3+3 program for exceptional students who wish to pursue advanced study in law.

All English and English-Adolescence Education majors gain professional experience as seniors: English majors complete an internship in a professional context, such as a government agency, non-profit organization, or public relations firm; whereas English: Adolescence Education majors spend a semester student teaching on both the middle school and high school levels.

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

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

Program Contacts:
Dr. Jennifer Marlow
Chair, English Department
Email: marlowj@strose.edu

Teacher Education Department
Email: teachered@strose.edu

Program Webpage: English: Adolescence Education, BA

Program Requirements:

Major in English: Adolescence Education (84-85 credits)
(46 credits in English; 38-39 credits in Education)

Required courses (16 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 112</td>
<td>Intro to Literary Studies</td>
<td>4</td>
</tr>
<tr>
<td>ENG 201</td>
<td>Language and Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>ENG 330</td>
<td>Critical Theory</td>
<td>4</td>
</tr>
<tr>
<td>ENG 498</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

ENG 330 prerequisites: ENG 112 or ENG 114 and two literature courses at the 200-level or one 200-level and one 300-level literature course.

ENG 498 prerequisites: ENG 330, one 300-level writing course, 90 credits, and at least one 300-level literature course

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

Literature Courses (20 credits):

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two 200-level literature courses</td>
<td>8</td>
</tr>
<tr>
<td>Three 300-level literature courses</td>
<td>12</td>
</tr>
</tbody>
</table>

Two of these courses, on either the 200- or 300-level, must be in Early Literature and two, on either the 200- or 300-level, in Later Literature.

Writing courses (6 credits):

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>200-level writing course</td>
<td>2</td>
</tr>
<tr>
<td>300-level writing course</td>
<td>4</td>
</tr>
</tbody>
</table>

Performance Arts or Film/Digital Media course (4 credits):

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Arts or Film/Digital Media course</td>
<td>4</td>
</tr>
</tbody>
</table>

Categories for English elective courses:

Early Literature (Pre-1800 for British Literature; pre-1900 for American Literature; pre-1650 for World Literature):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 223</td>
<td>Sympathy &amp; Early Amer Novel</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ENG 226</td>
<td>Women &amp; Wrtg (Early Periods)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 230</td>
<td>Early British Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 240</td>
<td>Children and Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 244</td>
<td>Early World Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Earlier Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENG 261</td>
<td>Later Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENG 271</td>
<td>Crime&amp;Punish in Poe's America</td>
<td>4</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Studies 19th-C. US Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 328</td>
<td>Interdisciplinary Connections</td>
<td>4</td>
</tr>
<tr>
<td>ENG 335</td>
<td>Studies in Renaissance Lit</td>
<td>4</td>
</tr>
<tr>
<td>ENG 342</td>
<td>Studies in Medieval Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 344</td>
<td>Restor/18th C. British Lit</td>
<td>4</td>
</tr>
<tr>
<td>ENG 346</td>
<td>Shakespeare on Film</td>
<td>4</td>
</tr>
<tr>
<td>ENG 350</td>
<td>Romanticism/Early19thCBritLit</td>
<td>4</td>
</tr>
<tr>
<td>ENG 371</td>
<td>Studies in Women's Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 381</td>
<td>Periodical Studies</td>
<td>4</td>
</tr>
</tbody>
</table>

*ENG 240, ENG 328, ENG 371 and ENG 381 depending on topic.*

**Later Literature (Post-1800 for British Literature; post-1900 for American Literature; post-1650 for World Literature):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 216</td>
<td>Black Literatures</td>
<td>4</td>
</tr>
<tr>
<td>ENG 217</td>
<td>Crime Fiction</td>
<td>4</td>
</tr>
<tr>
<td>ENG 221</td>
<td>20th-C. US Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Women &amp; Wrtg (Late Periods)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 228</td>
<td>Contemporary Fiction</td>
<td>4</td>
</tr>
<tr>
<td>ENG 229</td>
<td>Contemporary Poetry</td>
<td>4</td>
</tr>
<tr>
<td>ENG 231</td>
<td>Post-1800 British Liter</td>
<td>4</td>
</tr>
<tr>
<td>ENG 235</td>
<td>Latinx Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 236</td>
<td>Postcolonial Literatures</td>
<td>4</td>
</tr>
<tr>
<td>ENG 237</td>
<td>Asian American Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 238</td>
<td>Native American Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 240</td>
<td>Children and Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 244</td>
<td>Early World Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 245</td>
<td>Literary Movements</td>
<td>4</td>
</tr>
<tr>
<td>ENG 248</td>
<td>Queer Literary Studies</td>
<td>4</td>
</tr>
<tr>
<td>ENG 251</td>
<td>Earlier Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENG 252</td>
<td>Later Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENG 271</td>
<td>Crime&amp;Punish in Poe's America</td>
<td>4</td>
</tr>
<tr>
<td>ENG 279</td>
<td>Film: Theory &amp; Practice</td>
<td>4</td>
</tr>
</tbody>
</table>

**300-level literature courses (all writing-intensive):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 320</td>
<td>Studies 19th-C. US Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 322</td>
<td>Studies in Modernisms</td>
<td>4</td>
</tr>
<tr>
<td>ENG 323</td>
<td>Studies 20th-C. US Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 328</td>
<td>Interdisciplinary Connections</td>
<td>4</td>
</tr>
<tr>
<td>ENG 335</td>
<td>Studies in Renaissance Lit</td>
<td>4</td>
</tr>
<tr>
<td>ENG 336</td>
<td>Studies in Black Literatures</td>
<td>4</td>
</tr>
<tr>
<td>ENG 340</td>
<td>Studies in the Novel</td>
<td>4</td>
</tr>
<tr>
<td>ENG 342</td>
<td>Studies in Medieval Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 344</td>
<td>Restor/18th C. British Lit</td>
<td>4</td>
</tr>
<tr>
<td>ENG 346</td>
<td>Shakespeare on Film</td>
<td>4</td>
</tr>
<tr>
<td>ENG 350</td>
<td>Romanticism/Early19thCBritLit</td>
<td>4</td>
</tr>
<tr>
<td>ENG 355</td>
<td>Victorian Literature &amp; Culture</td>
<td>4</td>
</tr>
<tr>
<td>ENG 370</td>
<td>Literature and Empire</td>
<td>4</td>
</tr>
<tr>
<td>ENG 371</td>
<td>Studies in Women's Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 372</td>
<td>Studies in Diverse Literatures</td>
<td>4</td>
</tr>
<tr>
<td>ENG 373</td>
<td>Studies in Contemporary Narrative</td>
<td>4</td>
</tr>
<tr>
<td>ENG 375</td>
<td>Studies in Digital Media</td>
<td>4</td>
</tr>
<tr>
<td>ENG 377</td>
<td>Literary and Cultural Studies</td>
<td>4</td>
</tr>
<tr>
<td>ENG 379</td>
<td>Studies in Film</td>
<td>4</td>
</tr>
<tr>
<td>ENG 381</td>
<td>Periodical Studies</td>
<td>4</td>
</tr>
</tbody>
</table>

**200-level writing courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 206</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 246</td>
<td>Imaginative Wrtg:Pract/Pedag</td>
<td>2</td>
</tr>
<tr>
<td>ENG 247</td>
<td>Nonfic Wrtg Wrkshp:Pract/Pedag</td>
<td>2</td>
</tr>
<tr>
<td>ENG 251</td>
<td>Nonfiction Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 252</td>
<td>Writing for Digital Media</td>
<td>4</td>
</tr>
<tr>
<td>ENG 253</td>
<td>Intro to Digital Publishing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 254</td>
<td>Online Lit Jenl Edit &amp; Pub</td>
<td>4</td>
</tr>
<tr>
<td>ENG 255</td>
<td>Writing Digtl Media Criticism</td>
<td>4</td>
</tr>
</tbody>
</table>

**300-level literature courses (all writing-intensive):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 311</td>
<td>Wrtg Creative Nonfiction</td>
<td>4</td>
</tr>
<tr>
<td>ENG 312</td>
<td>Writing Poetry</td>
<td>4</td>
</tr>
<tr>
<td>ENG 313</td>
<td>Writing Fiction</td>
<td>4</td>
</tr>
<tr>
<td>ENG 314</td>
<td>Script Writing</td>
<td>4</td>
</tr>
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<td>ENG 315</td>
<td>Professional Writing &amp; Editing</td>
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<td>Advanced Prose Writing</td>
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<td>ENG 218</td>
<td>Oral Interpret of Literature</td>
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**Film/Digital Media courses:**

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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 115</td>
<td>Intro to Digital Media</td>
<td>4</td>
</tr>
<tr>
<td>ENG 252</td>
<td>Writing for Digital Media</td>
<td>4</td>
</tr>
<tr>
<td>ENG 253</td>
<td>Intro to Digital Publishing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 254</td>
<td>Online Lit Jenl Edit &amp; Pub</td>
<td>4</td>
</tr>
<tr>
<td>ENG 255</td>
<td>Writing Digtl Media Criticism</td>
<td>4</td>
</tr>
</tbody>
</table>
In order to be eligible for initial teacher certification in New York, students must complete prior to student teaching. To ensure rigorous preparation of the content major and all education requirements must be completed prior to student teaching. Courses may not be taken on a pass/fail basis. A significant portion of the education sequence for which they have earned C+ or below. Required courses of C+ must be earned in each required education course. Students must earn a 2.75 index in both the cumulative grade point average and a 2.75 index in both the Saint Rose Core and the academic major. A minimum grade of C+ must be earned in each required education course. Students admitted into the Adolescence Education program are required to major in the disciplines: English and Social Studies. Students seeking initial certification at the undergraduate level as the development of education professionals who are reflective practitioners able to link content, theory, and practice, and create effective learning environments for pupils with the full range of abilities and experiential backgrounds.

The Adolescence Education program offers both theoretical and practical experience and prepares students to teach in the secondary (and, in some districts, middle) school (grades 7-12). The program has three components: an education sequence, the Saint Rose Core requirements and an academic major in one of the following disciplines: English and Social Studies. Students admitted into the Adolescence Education program are required to major in the subject matter they plan to teach. Course requirements for each of the majors can be found under the discipline listings.

Good standing in the Adolescence Education program, permission to student teach and recommendation for certification are contingent upon maintaining the following academic status: a 2.5 cumulative grade point average and a 2.75 index in both the education sequence and in the academic major. A minimum grade of C+ must be earned in each required education course. Students are allowed to repeat only once courses in the required education sequence for which they have earned C+ or below. Required courses may not be taken on a pass/fail basis. A significant portion of the content major and all education requirements must be completed prior to student teaching. To ensure rigorous preparation for student teaching, students may find it desirable to complete the entire content major prior to student teaching.

In order to be eligible for initial teacher certification in New York State, students must pass required New York State Teacher Certification Examinations. Fingerprinting clearance from The New York State Department of Education is required for all field experiences. Fingerprinting information is available on the New York State Department of Education “TEACH” website http://www.highered.nysed.gov/ctcert/teach. Students should note that education courses with field experiences have catalog course descriptions that include a statement on mandatory fingerprinting.

Upon fulfilling the academic requirements of the program, receiving fingerprint clearance and passing examinations required by the New York State Education Department, students qualify for grades 7-12 initial certification in New York State. Within five years, teachers with initial certification must apply for professional certification, which is contingent upon earning a relevant master's degree and obtaining teaching experience that includes mentoring.

**Required Courses for Adolescence Education (38-39 credits):**

- ENG 279 Film: Theory & Practice 4
- ENG 314 Script Writing 4
- ENG 315 Professional Writing & Editing 4
- ENG 346 Shakespeare on Film 4
- ENG 375 Studies in Digital Media 4
- ENG 379 Studies in Film 4
- ENG 381 Periodical Studies 4
- EDU 300 Foundations of Education 3
- EPY 243 Adolescent Development 4
- EPY 350 Educational Psychology 3 or
- EPY 370 Ed Psych/Instruc Tech 4
- SIE 365 Fnd & Pract Inc Sdl w/Disa 7-12 4
- SEC 365 Curriculum/Instruc 7-12 4
- SEC 371 Literacy/Liter Mid/Sec Schools 4
- SEC 374 Methods Tchng English Sec Sch 4
- EDU 102 Violence Prevention 0
- EDU 103 Child Abuse Prevention 0
- EDU 111 Dignity for All Students 0
- EPY 337 Substance Use Prevention 0
- SEC 470 Stud Tchng 7-9 & 10-12 9
- SEC 498 Seminar:Student Tchng 3
- EPY 243 approved and counted as a Liberal Education course/ elective.

**Internship/Field Experiences/Service:**

**Required Courses:**
- SEC 365 Curriculum/Instruc 7-12 4
- SEC 374 Methods Tchng English Sec Sch 4
- SEC 470 Stud Tchng 7-9 & 10-12 9

**Culminating Academic Experiences:**

**Required Courses:**
- ENG 498 Senior Seminar 4
- SEC 470 Stud Tchng 7-9 & 10-12 9
- SEC 498 Seminar:Student Tchng 3

**Suggested 4 Year Course Plan:**

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. This plan should be used along with your Degree Works and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

**Note:** The requirements for our major involve student choice, so many of these suggestions are flexible, except for the following prerequisites: ENG 112 must be successfully completed before ENG 330 which in turn must be successfully completed before ENG 497 and 498; also ENG 105 must be successfully completed before ENG 246 or 247 which must be successfully completed before registering for a 300-level writing course.

Please remember to check the total number of credits a student is accumulating toward the total needed for graduation (120). It is possible for a student to fulfill all of the major and liberal education requirements without achieving the necessary number of credits.

**Year 1**

**Fall (15 credits)**

ENG 105 (C1) 4 cr
ENG 112—4 cr
Core requirement (C5)—4 cr
Core requirement (C3)—3 cr

**Spring (15-16 credits)**
200-level literature (C2)—4 cr
Core requirement (C6)—3 cr
Core requirement (C9)—3 cr
Core requirement (C8)—3-4 cr

**Year 2**

**Fall (15 credits)**
200-level literature—4 cr
ENG Performance/Film/Digital Media course—4 cr
Core requirement (C7)**—3 cr
EPY 243—4 cr
EDU 111—0 cr

**Spring (17-18 credits)**
200-level writing—4 cr
ENG 300-level literature—4 cr
EDU 300—3 cr
Core requirement (C4)—3 cr
EPY 350 or EPY 370**—3 or 4 cr
EPY 337—0 cr

**Take CSC 104 if you take EPY 350 or any CSC (C7) if you take EPY 370.**

**Year 3**

**Fall (16 credits)**
ENG 330—4 cr
ENG 300-level literature or writing—4 cr
General elective—4 cr
SIE 365—4 cr
EDU 106—0 cr

**Spring (18 credits)**
ENG 201—4 cr
ENG 300-level literature—4 cr
General elective—6 cr
EDU 102—0 cr
SEC 365 (discipline specific)—4 cr

**Year 4**

**Fall (16 credits)**
ENG 498—4 cr
ENG 300-level literature or writing (depending on prior Spring)—4 cr
SEC 371—4 cr
SEC 374—4 cr
EDU 103—0 cr

**Spring (12 credits)**
SEC 470—9 cr
SEC 498—3 cr

*Two of your literature courses, on either the 200 or 300 level, must be in Early Literature and two, on either the 200 or 300 level, in Later Literature.*

Early Literature courses are pre-1800 for British Literature; pre-1900 for American Literature; and pre-1650 for World Literature.

**Grades 5-6 Extension (Optional):**
Extensions are not required as part of the Adolescence Education program at Saint Rose. The New York State Education Department offers an extension for grades 5-6 to the teaching certification for Adolescence Education grades 7-12. This extension to teach in grades 5 and 6 is designed to enable students to create developmentally appropriate classroom contexts for learning in the content areas of their certification (English Language Arts or Social Studies). An extension will show that the certified adolescence teacher has added expertise in the area of extension. Students must obtain fingerprint clearance prior to beginning field experiences.
Adolescence Education students who wish the College to recommend them to the New York State Education Department for the extension must complete all the requirements for Adolescence Education certification and the additional requirements shown below.

**Required Courses:**
- EDU 440 Middle Level Education 3
- EDU 385 Tchg Lang Arts/SS 1-6 4
- EDU 385: 15-hour field experience is required. The prerequisite of EDU 245 will be met with SEC 365.

**Find Out More:**
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
English: Adolescence Education/Special Education 7-12 Generalist (ASPIRE Dual Degree Program) - BA/MSED

Program Overview:
The Adolescence Special Education Preparation for Inclusive and Reflective Educators (ASPIRE) program is a five-year dual degree program leading to secondary education teaching roles in general education and special education. In addition to the English Adolescence Education certification, candidates will be eligible for Adolescence Special Education Generalist certification.

Students who are accepted into the combined, dual degree program do not receive a bachelor’s degree when undergraduate coursework is complete; rather, both the bachelor and master’s degrees are awarded when all graduate requirements are completed. Students who are accepted into the dual degree program as undergraduates, and who meet all requirements for advancement, are guaranteed acceptance into the graduate program.

Guidelines developed by the Council for Exceptional Children (CEC), Association for Advancing Quality in Educator Preparation (AAQEP), and the National Board for Professional Teaching Standards (NBPTS) were utilized in the development of this program. The Special Education/Adolescence Education program provides pre-service teachers with integrated course content across the disciplines of special education, adolescence education, adolescent development, literacy, educational psychology, and instructional technology. The program prepares future educators to meet the academic and social-emotional needs of a diverse student population, collaborate with colleagues, and exhibit leadership in their professional endeavors. The program is delivered by experienced faculty and supervisors who focus on the elements of diversity, instructional planning, differentiation of instruction, reflective practice, technology, research-supported practices, and collaboration. This program requires a minimum of 63 credits of study, includes a full semester of student teaching, and involves the College-wide Core program with specific expanded course work to meet certification requirements. See the catalog description on Core requirements for additional details. The majority of the major must be completed at The College of Saint Rose. Certification exam information and fingerprinting information/processing is available at the New York State Department of Education “TEACH” website http://www.highered.nysed.gov/tcert/teach.

Program Contacts:
Dr. Jennifer Marlow
Chair, English Department
Email: marlowj@strose.edu

Dr. Frances Ihle
Co-Chair, Literacy and Special Education Department
Email: ihlef@strose.edu

Program Webpage: ASPIRE Program

Program Requirements:
Requirement for Advancement in Dual Degree

Admission into the College does not ensure good standing in the Adolescence Education/Special Education (ASPIRE) Program, nor does good standing in this program ensure admission to student teaching. In order to maintain good standing through all stages of the Adolescence Education/Special Education program, students are required to maintain the following academic standards: 3.0 index in the education major, 2.8 index in the academic major and 3.0 overall GPA. Education courses must meet the minimum grade of C+ or higher at the undergraduate level and B or higher at the graduate level to apply to the degree. An education major course cannot be repeated more than one time with no more than 3 total education courses repeated during the 5 years of program completion. An F in any graduate education course can result in dismissal from the ASPIRE program. If a student falls below the required GPA in their content major, education major, or overall GPA, he or she must meet with the academic advisors in the academic major and School of Education to determine if continuation in the 5-year ASPIRE program is possible.

Students must apply for student teaching in accordance with program guidelines. This includes satisfactory completion of all major courses in their academic major and the education major with the exception of SED 590, SIE 580, SIE 582, and SIE 584. No additional courses beyond SED 590, SIE 580, SIE 582, and SIE 584 should be taken during the student teaching semester.

Major in English: Adolescence Education (46 credits)

Required courses (16 credits):
- ENG 112 Intro to Literary Studies
- ENG 201 Language and Linguistics
- ENG 330 Critical Theory
- ENG 498 Senior Seminar

ENG 330 prerequisites: ENG 112 or ENG 114 and two literature courses at the 200-level or one 200-level and one 300-level literature course.

ENG 494 and ENG 498 prerequisites: ENG 330, one 300-level writing course, 90 credits, and at least one 300-level literature course

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

Literature Courses (20 credits):
- Two 200-level literature courses 8
- Three 300-level literature courses 12

At least two of these courses, on either the 200- or 300-level, must be in Early Literature and at least two, on either the 200- or 300-level, in Later Literature.

Writing courses (6 credits):
- 200-level writing course 2
300-level writing course

Performance Arts or Film/Digital Media course (4 credits):

- Performance Arts or Film/Digital Media course

Categories for English elective courses:

Early Literature (Pre-1800 for British Literature; pre-1865 for American Literature; pre-1650 for World Literature):

- ENG 223: Sympathy & Early Amer Novel
- ENG 226: Women & Wrtg (Early Periods)
- ENG 230: Early British Literature
- ENG 244: Early World Literature
- ENG 260: Earlier Shakespeare
- ENG 261: Later Shakespeare
- ENG 271: Crime & Punish in Poe's America
- ENG 320: Studies 19th-C. US Literature
- ENG 328: Interdisciplinary Connections
- ENG 335: Studies in Renaissance Lit
- ENG 342: Studies in Medieval Literature
- ENG 344: Restor/18th C. British Lit
- ENG 346: Shakespeare on Film
- ENG 350: Romanticism/Early19thCBritLit
- ENG 371: Studies in Women's Literature
- ENG 381: Periodical Studies

Later Literature (Post-1800 for British Literature; post-1865 for American Literature; post-1650 for World Literature):

- ENG 216: Black Literatures
- ENG 217: Crime Fiction
- ENG 221: 20th-C. US Literature
- ENG 223: Sympathy & Early Amer Novel
- ENG 226: Women & Wrtg (Early Periods)
- ENG 227: Women & Wrtg (Later Periods)
- ENG 228: Contemporary Fiction
- ENG 229: Contemporary Poetry
- ENG 230: Early British Literature
- ENG 231: Post-1800 British Literature
- ENG 234: Comparative Ethnic US Lit
- ENG 235: Latinx Literature
- ENG 236: Postcolonial Literatures
- ENG 237: Asian American Literature
- ENG 238: Native American Literature
- ENG 244: Early World Literature
- ENG 245: Literary Movements
- ENG 248: Queer Literary Studies
- ENG 260: Earlier Shakespeare
- ENG 261: Later Shakespeare
- ENG 271: Crime & Punish in Poe's America
- ENG 279: Film: Theory & Practice

300-level literature courses (all writing-intensive):

- ENG 315: Modernisms
- ENG 314: Studies 20th-C. US Literature
- ENG 313: Interdisciplinary Connections
- ENG 312: Studies in Renaissance Lit
- ENG 311: Studies in Medieval Literature
- ENG 306: Studies in the Novel
- ENG 342: Studies in Medieval Literature
- ENG 344: Restor/18th C. British Lit
- ENG 346: Shakespeare on Film
- ENG 350: Romanticism/Early19thCBritLit
- ENG 355: Victorian Literature & Culture
- ENG 370: Literature and Empire
- ENG 371: Studies in Women's Literature
- ENG 372: Studies in Diverse Literatures
- ENG 373: Studies in Contemporary Narrative
- ENG 375: Studies in Digital Media
- ENG 377: Literary and Cultural Studies
- ENG 379: Studies in Film
- ENG 381: Periodical Studies

200-level literature courses (all writing-intensive):

- ENG 216: Black Literatures
- ENG 217: Crime Fiction
- ENG 221: 20th-C. US Literature
- ENG 223: Sympathy & Early Amer Novel
- ENG 226: Women & Wrtg (Early Periods)
- ENG 227: Women & Wrtg (Later Periods)
- ENG 228: Contemporary Fiction
- ENG 229: Contemporary Poetry
- ENG 230: Early British Literature
- ENG 231: Post-1800 British Literature
- ENG 234: Comparative Ethnic US Lit
- ENG 235: Latinx Literature
- ENG 236: Postcolonial Literatures
- ENG 237: Asian American Literature
- ENG 238: Native American Literature
- ENG 244: Early World Literature
- ENG 245: Literary Movements
- ENG 248: Queer Literary Studies
- ENG 260: Earlier Shakespeare
- ENG 261: Later Shakespeare
- ENG 271: Crime & Punish in Poe's America
- ENG 279: Film: Theory & Practice

300-level literature courses (all writing-intensive):

- ENG 315: Modernisms
- ENG 314: Studies 20th-C. US Literature
- ENG 313: Interdisciplinary Connections
- ENG 312: Studies in Renaissance Lit
- ENG 311: Studies in Medieval Literature
- ENG 306: Studies in the Novel
- ENG 342: Studies in Medieval Literature
- ENG 344: Restor/18th C. British Lit
- ENG 346: Shakespeare on Film
- ENG 350: Romanticism/Early19thCBritLit
- ENG 355: Victorian Literature & Culture
- ENG 370: Literature and Empire
- ENG 371: Studies in Women's Literature
- ENG 372: Studies in Diverse Literatures
- ENG 373: Studies in Contemporary Narrative
- ENG 375: Studies in Digital Media
- ENG 377: Literary and Cultural Studies
- ENG 379: Studies in Film
- ENG 381: Periodical Studies

200-level writing courses (all writing-intensive):

- ENG 328: Studies in Modernisms
- ENG 323: Studies 20th-C. US Literature
- ENG 328: Interdisciplinary Connections
- ENG 335: Studies in Renaissance Lit
- ENG 336: Studies in Black Literatures
- ENG 340: Studies in the Novel
- ENG 342: Studies in Medieval Literature
- ENG 344: Restor/18th C. British Lit
- ENG 346: Shakespeare on Film
- ENG 350: Romanticism/Early19thCBritLit
- ENG 355: Victorian Literature & Culture
- ENG 370: Literature and Empire
- ENG 371: Studies in Women's Literature
- ENG 372: Studies in Diverse Literatures
- ENG 373: Studies in Contemporary Narrative
- ENG 375: Studies in Digital Media
- ENG 377: Literary and Cultural Studies
- ENG 379: Studies in Film
- ENG 381: Periodical Studies

300-level writing courses (all writing-intensive):

- ENG 315: Wrtg Creative Nonfiction
- ENG 312: Writing Poetry
- ENG 313: Writing Fiction
- ENG 314: Script Writing
- ENG 315: Professional Writing & Editing
ENGLISH COURSES

ENG 317 Advanced Prose Writing 4

Performance Arts courses:
ENG 218 Oral Interpret of Literature 4
ENG 219 Poetry in Performance 4

Film/Digital Media courses*:
ENG 115 Intro to Digital Media 4
ENG 252 Writing for Digital Media 4
ENG 253 Intro to Digital Publishing 4
ENG 254 Online Lit Jrl Edit & Pub 4
ENG 255 Writing Digtl Media Criticism 4
ENG 279 Film: Theory & Practice 4
ENG 314 Script Writing 4
ENG 315 Professional Writing & Editing 4
ENG 346 Shakespeare on Film 4
ENG 375 Studies in Digital Media 4
ENG 379 Studies in Film 4
ENG 381 Periodical Studies 4

* Additional courses with a film and/or digital media focus may also fulfill this requirement.

Required Courses for Adolescence Education/Special Education Degree (62 credits)

Undergraduate Courses
EDU 102 Violence Prevention 0
EDU 103 Child Abuse Prevention 0
EDU 111 Dignity for All Students 0
EDU 300 Foundations of Education 3
EPY 243 Adolescent Development 4
EPY 370 Ed Psych/Instruc Tech 4
SED 347 C&I:Inten Sup Needs Children 4
SEE 100 Intro to the Profession 0
SEE 106 Intro to Portfolio 0
SEE 249 Prin & Proc Eff Behav Mgmt 4
SIE 146 Ind w/Except in Schl & Comm 4
SIE 360 Inclus Curric&Instruc Dsgn-ASPIRE 4

Graduate Courses
LRC 521 Adv Literacy Improvmnt G 5-12 3
LRC 528 Read & Write for Adol w/ Disab 3
SEC 515 Curr & Instr in Secondary Sch 3
SEC 520 Method Teach Eng, Sec. School 3
SED 506 Found/Issues/Resrch in Spec Ed 3
SED 519 Inst Prac Divers Learn Eng Soc 3
or SIE 585 Instruct Div Lnms:ENG/SOC ST 3
SED 530 Inst Pract Diverse Learn; MST 3
or SIE 586 Instrc Diverse Learn;Mat/Sci/Tec 3
SED 567 AdvThry/Prac Tch Childw/EBD 3
or SED 522 Autism Spectrum Disorders 3
SED 590 Res Seminar Sp Ed 3
SIE 568 Assess Content Instruc & Indiv 3
SIE 580 On-Site Prof Exp Adol Educ 6
SIE 582 On-Site Prof Exp Sem:Adol/Sp E 2
SIE 584 Portfolio in Adoles & Spec Ed 1

Internship/Field Experiences/Service:
Candidates complete two seven week student teaching experiences, one at the grades 7-9 level and another at the grades 10-12 level.

One placement is in special education, and the other in general education.

Culminating Academic Experiences:
The candidate will complete a Professional Portfolio to reflect growth as he or she progresses through the program, leading to initial teacher certification. Candidates are guided during each phase of the process beginning with early curriculum courses and culminating in the final capstone experience.

Suggested 5 Year Course Plan:
This suggested plan is designed to give students an idea of how to balance their coursework over 10 semesters and to graduate within 5 years. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement. Special education generalists (7-12) have responsibility for supporting students in the four core disciplines (i.e., English, Mathematics, Science, and Social Studies); it is recommended that 6 credits of coursework be taken in each of these content areas.

Year 1
Fall (16 credits)
ENG 105 (L01) - 4
ENG 112 - 4
Lib Ed requirement (L09) - 4
Lib Ed requirement (L02) - 3
Lib Ed requirement (L12) - 1
SEE 100 - 0

Spring (18 credits)
LRC 521 Adv Literacy Improvmnt G 5-12 3
SIE 146 Ind w/Except in Schl & Comm 4
SIE 360 Inclus Curric&Instruc Dsgn-ASPIRE 4

Year 2
Fall (17 credits)
ENG Perf/Film/Digital Media (also L05) - 4
Lib Ed requirement (L05) - 4
Lib Ed requirement (L12) - 1
EPY 243 (L11) - 4
SIE 360 - 4
EDU 111 - 0

Spring (17 credits)
ENG 246 or 247 - 2
ENG 300-level literature - 4
Lib Ed requirement (L06) - 3
EPY 370 - 4
EPY 337 - 0
SEE 249 - 4

Year 3
Fall (18 credits)
ENG 330 - 4
ENG 300-level literature or writing - 4
General elective - 3
EDU 300 - 3
SED 347 - 4

Spring (18 credits)
ENG 300-level literature - 4
General elective - 4
ENG 201 - 4
EDU 102 - 0
SED 506 - 3
LRC 528 - 3

Year 4
Fall (14 credits)
ENG 300-level literature or writing - 4
General elective - 4
Lib Ed requirement (L10) - 3
SED 519 - 3

Spring (16 credits)
SEC 515 - 3
SED 530 - 3
SED 567 - 3
EDU 102 - 0
ENG 498 - 4
Lib Ed requirement (L08) - 3

Year 5
Fall (9 credits)
SEC 520 - 3
SIE 566 - 3
LRC 521 - 3
EDU 103 - 0
SEE 108 - 0

Spring (12 credits)
SIE 580 - 6
SIE 582 - 2
SIE 584 - 1
SED 590 - 3

Grades 5-6 Extension (Optional):
Extensions are not required as part of the Adolescence Education program at Saint Rose. The New York State Education Department offers an extension for grades 5-6 to the teaching certification for Adolescence Education grades 7-12. This extension to teach in grades 5 and 6 is designed to enable students to create developmentally appropriate classroom contexts for learning in the content areas of their certification (English Language Arts or Social Studies). An extension will show that the certified adolescence teacher has added expertise in the area of extension. Students must obtain fingerprint clearance prior to beginning field experiences. Adolescence Education students who wish the College to recommend them to the New York State Education Department for the extension must complete all the requirements for Adolescence Education certification and the additional requirements shown below.

Required Courses:
EDU 440 Middle Level Education 3
EDU 385 Tchg Lang Arts/SS 1-6 4
EDU 385: 15-hour field experience is required. The prerequisite of EDU 245 will be met with SEC 365.

Career Opportunities and Graduate Study:
• Grades 7-12 English teacher
• Special Education co-teacher in a content area classroom
• Special Education resource/consultant teacher
• Special Education teacher in a self-contained classroom

Find Out More:
Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/
Finance - BBA

Program Overview:
The Finance major is designed for students wishing to enter the fields of commercial and investment banking, insurance, asset and portfolio management, securities analysis and trading and brokering, pension and mutual fund management, corporate finance, and real estate management or sales. The major provides a firm foundation in the core theories of finance. The curriculum of the Finance major at the College of Saint Rose has a focus on pragmatic experiences in money management. The ability to utilize computers for financial modeling and data analysis is also emphasized.

Program Contacts:
Dr. Dandan Wu
Chair, Accounting, Finance & Economics Department
Email: wud@strose.edu

Program Webpage: Finance

Program Requirements:
The Finance major at the College of Saint Rose emphasizes a practical approach to the understanding of finance that is built on a solid foundational knowledge of accounting and business. All Finance majors develop a comprehensive understanding in the various functional areas of accounting and business by completing the Accounting and Business Requirements; they develop a focus in finance by completing the Finance Requirements; and they develop a further specialized interest by completing the Electives Requirements.

Normally, once a student has matriculated in the Finance major at The College of Saint Rose, he or she must satisfy all remaining major requirements with Saint Rose courses. Likewise, students pursuing the Finance minor must satisfy all requirements for the minor with Saint Rose courses.

The minimum credit requirement for the Bachelor of Business Administration in Finance at The College of Saint Rose is 120 credits, which consists of the following:

<table>
<thead>
<tr>
<th>Accounting and Business Courses</th>
<th>41 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance Courses</td>
<td>15 credits</td>
</tr>
<tr>
<td>Electives from ACC/BDA/BUS/CSC/ECO/MAT*</td>
<td>15 credits</td>
</tr>
<tr>
<td>The Saint Rose Core requirements**</td>
<td>33 credits</td>
</tr>
<tr>
<td>General Electives***</td>
<td>16 credits</td>
</tr>
</tbody>
</table>

*These elective courses are from one or more of the following areas: Accounting, Business Data Analytics, Computer Science, Business, Economics, Mathematics.

**Transfer students who complete the SUNY General Education Requirement (SUNY-GER) may fulfill this requirement with 30 credits.

***The number of credits required may be less than 16. General Electives include any courses offered or accepted by The College of Saint Rose that can be applied toward the 120 credit hour graduation requirement.

Major in Finance (71 credits)

Accounting and Business Courses (41 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 121</td>
<td>Principles of Financial Acctg</td>
<td>3</td>
</tr>
<tr>
<td>ACC 122</td>
<td>Principles of Managerial Acctg</td>
<td>3</td>
</tr>
<tr>
<td>ACC 320</td>
<td>Acc't Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
BUS 219 Management Info Systems 3
BUS 111 Fundamentals of Business 3
BUS 199 Fund of Business Colloquium 1
BUS 210 Business Communications 3
BUS 233 Business Law I 3
BUS 246 Organizational Behavior 3
BUS 253 Principles of Marketing 3
BUS 280 Business Statistics 4
or
MAT 184 Elementary Statistics 4
BUS 301 Financial Management 3
BUS 352 Quantitative Business Analysis 3
BUS 487 Global Topics in Finance 3
or
BUS 425 Integrated Global Business 3
ECO 205 Principles of Macroeconomics 3

### Finance Courses (15 credits)

- BUS 369 Managerial Finance 3
- BUS 485 Financial Modeling in Excel 3
- BUS 486 Investment I 3
- BUS 488 Investment II 3
- BUS 492 Field Study: Portfolio Mgmt 3

### Electives from ACC/BDA/BUS/CSC/ECO/MAT (15 credits)

Take courses totaling at least 15 credits from one or more of the following areas:

- Accounting
- Business Data Analytics
- Computer Science
- Business
- Economics
- Mathematics

### The Saint Rose Core Requirements (33 credits)

Finance majors must complete the following courses as part of their Saint Rose requirements:

- CSC 111 Intro Computer Science 3
- ECO 206 Principles of Microeconomics 3
- MAT 180 College Algebra 3

### Additional Requirements, Prerequisites, and Recommendations

Finance majors are strongly encouraged to take the following required courses in the first or second year: MAT 180 College Algebra, MAT 184 Statistics or BUS 280 Business Statistics, and CSC 111 Intro Computer Science, or their equivalents, because these courses form an essential knowledge base for upper-level major courses. Students must earn a cumulative grade point average of 2.0 or better in all courses required for the 71-credit Finance major.

### Internship/Field Experiences/Study Abroad/Service:

A study abroad option is available to interested students who want to spend a semester at an approved college or university in another country. The approved courses taken will count toward the Finance degree.

### Required Course:

**BUS 492 Field Study: Portfolio Mgmt 3**

### Suggested 4 Year Course Plan:

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

#### Year 1 - Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 111</td>
<td>3</td>
</tr>
<tr>
<td>BUS 210</td>
<td>3</td>
</tr>
<tr>
<td>BUS 199</td>
<td>1</td>
</tr>
<tr>
<td>BUS 233</td>
<td>3</td>
</tr>
<tr>
<td>C1 ENG 105</td>
<td>4</td>
</tr>
<tr>
<td>C2 Literary Studies</td>
<td>4</td>
</tr>
<tr>
<td>C3 World Languages and Cultures</td>
<td>3</td>
</tr>
<tr>
<td>C4 Philosophical and Religious Traditions</td>
<td>3</td>
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</tbody>
</table>

#### Year 1 - Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 246</td>
<td>3</td>
</tr>
<tr>
<td>BUS 253</td>
<td>3</td>
</tr>
<tr>
<td>ECO 205</td>
<td>3</td>
</tr>
<tr>
<td>BUS 301</td>
<td>3</td>
</tr>
<tr>
<td>C5 Scientific Knowledge and Inquiry</td>
<td>4</td>
</tr>
<tr>
<td>C6 MAT 180</td>
<td>3</td>
</tr>
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</table>

#### Year 2 - Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 121</td>
<td>3</td>
</tr>
<tr>
<td>ACC 122</td>
<td>3</td>
</tr>
<tr>
<td>BUS 246</td>
<td>3</td>
</tr>
<tr>
<td>BUS 253</td>
<td>3</td>
</tr>
<tr>
<td>ECO 205</td>
<td>3</td>
</tr>
<tr>
<td>BUS 301</td>
<td>3</td>
</tr>
<tr>
<td>ABBCEM* Elective 1</td>
<td>3</td>
</tr>
<tr>
<td>MAT 184 or BUS/ECO 280</td>
<td>4</td>
</tr>
<tr>
<td>C7 CSC 111</td>
<td>3</td>
</tr>
<tr>
<td>C8 ECO 206</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Year 2 - Spring
General Elective 1: BUS 293

**Total Credits**
*ACC/BDA/BUS/CSC/ECO/MAT Elective

Accelerated Degree Option: Finance BBA + MBA:
Students in this accelerated course of study will use the following course substitutions to complete the undergraduate and graduate degrees at an accelerated pace.

B.B.A. Finance/M.B.A. Accelerated Course of Study

**Course Substitutions (max 15 credits)**

<table>
<thead>
<tr>
<th>Undergraduate Course</th>
<th>Graduate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 352</td>
<td>MBA 555</td>
</tr>
<tr>
<td>BUS 352</td>
<td>MBA 660</td>
</tr>
<tr>
<td>BUS 485</td>
<td>MBA 685 or ACC 685</td>
</tr>
<tr>
<td>BUS 487</td>
<td>MBA 650</td>
</tr>
<tr>
<td>BUS 488</td>
<td>MBA 688</td>
</tr>
<tr>
<td>BUS 492</td>
<td>MBA 692</td>
</tr>
</tbody>
</table>

Requirements for the Master of Business Administration can be found in the current Graduate Catalog.

MBA Program Coordinator
Dr. John Dion
Email: dionj@strose.edu
General Information on Accelerated Degree Options (Bachelor's + Master's):

Eligibility Standards:

High School Students:
- Minimum high school GPA of 92
- Combined SAT of 1100 (out of 1600) OR ACT of 24
- Letter of recommendation specifically for the Accelerated Bachelor's/Master's Degree Program from a high school teacher or counselor

Transfer Students:
- 45 credits completed
- GPA of 3.4 overall or at least a 3.4 GPA in the last 30 credits
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a faculty member from either Saint Rose or the institution from which the student transferred

Current Saint Rose Students:
- 45 credits completed
- Overall GPA of 3.4
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a Saint Rose faculty member

Maintaining Status in Accelerated Programs:
- Overall GPA of 3.4 at the completion of 45 credits
- Overall GPA of 3.0 from the completion of 45 credits to completion of the undergraduate degree
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Students can receive no more than one C in a graduate level course. An earned C must be retaken at the graduate level unless otherwise specified by the program.
- Students cannot receive a failing grade in a graduate level course.

Losing Eligibility for an Accelerated Bachelor's/Master's Degree Option:

Students who do not maintain the standards outlined for their Accelerated Bachelor's/Master's Degree Option will lose eligibility for this completion option. If these students are in otherwise good standing with the College, they can continue in their current undergraduate program or move to another undergraduate major. We propose that up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher may be applied to their undergraduate degree. These credits might be applied as either general elective credits or to fulfill a requirement within the undergraduate major, depending on the undergraduate major's grade requirements. Major grade restrictions would still apply. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Discontinuing an Accelerated Bachelor's/Master's Degree Options:

Students in good standing may choose to discontinue an Accelerated Bachelor's/Master's Degree Option or withdraw from a dual degree program. These students may then move to another program offered by the college. Up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher would be applied to their undergraduate degree. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Opportunity to apply graduate credits to a future master's degree at Saint Rose if no longer enrolled in Accelerated Program:

Students who withdraw or are dismissed from the Accelerated Bachelor's/Master's Degree Option may apply to a Saint Rose Master's Degree program after completion of the Bachelor's Degree. If accepted to a Saint Rose master's degree program these students may transfer up to 12 graduate credits earned as part of their Saint Rose Bachelor's Degree. Specific courses must be approved for transfer by the faculty advisor, and Department Chair/Program Coordinator. Transfer credit is allowed only for courses in which students have received a grade of “B” or better and within the six-year time limit allowed for completion of the Master's Degree or Certificate of Advanced Study. No more than half of a Certificate of Advanced Study or Master's Degree can be fulfilled with credits that had been applied to a Saint Rose Bachelor's Degree.

Reinstatement in Accelerated Bachelor's/Master's Degree Options:

Students in good academic standing with the college but previously declared ineligible from their Accelerated Bachelor's/Master's Degree Option can apply for reinstatement to the Accelerated Bachelor's/Master's Degree Option after retaking undergraduate courses that resulted in their change of eligibility and/or after earning an overall undergraduate GPA of 3.0 or higher. Students who earned any graduate grade lower than a C or more than one C at the graduate level may not reapply for reinstatement into the Accelerated degree option.

Advising:
Students in this Accelerated Bachelor’s/Master’s Degree Course of Study will have two advisors while they are undergraduates. A faculty member from the student’s undergraduate discipline will serve as the primary advisor while the student is an undergraduate. A faculty member from the graduate program will serve as a secondary advisor. After completing the Bachelor’s Degree the advisor from the graduate program will serve as the student’s sole advisor.

**Find Out More:**
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

**Finance - BS**

**Program Overview:**
The Finance major is designed for students wishing to enter the fields of commercial and investment banking, insurance, asset and portfolio management, securities analysis and trading and brokering, pension and mutual fund management, corporate finance, and real estate management or sales. The major provides a firm foundation in the core theories of finance. The curriculum of the Finance major at The College of Saint Rose has a focus on pragmatic experiences in money management. The ability to utilize computers for financial modeling and data analysis is also emphasized.

**Program Requirements:**
The Finance major at the College of Saint Rose emphasizes a practical approach to the understanding of finance that is built on a solid foundational knowledge of accounting and business. All Finance majors develop a comprehensive understanding in the various functional areas of accounting and business by completing the Accounting and Business Requirements; they develop a focus in finance by completing the Finance Requirements; and they develop a further specialized interest by completing the Electives Requirements.

Normally, once a student has matriculated in the Finance major at The College of Saint Rose, he or she must satisfy all remaining major requirements with Saint Rose courses. Likewise, students pursuing the Finance minor must satisfy all requirements for the minor with Saint Rose courses.

The minimum credit requirement for the Bachelor of Science in Finance at The College of Saint Rose is 120 credits, which consists of the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Business Courses</td>
<td>34</td>
</tr>
<tr>
<td>Finance Courses</td>
<td>15</td>
</tr>
<tr>
<td>Electives from ACC/BDA/BUS/CSC/ECO/MAT*</td>
<td>11</td>
</tr>
<tr>
<td>The Saint Rose Core requirements</td>
<td>33</td>
</tr>
<tr>
<td>General Education Electives**</td>
<td>27</td>
</tr>
</tbody>
</table>

*These elective courses are from one or more of the following areas: Accounting, Business Data Analytics, Computer Science, Business, Economics and Mathematics.

**The number of credits required may be less than 27. General Education Electives include any courses offered or accepted by The College of Saint Rose that can be applied toward the 120 credit hour graduation requirement.

**Major in Finance (60 credits)**

**Accounting and Business Courses (33 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 121</td>
<td>Principles of Financial Acctg</td>
<td>3</td>
</tr>
<tr>
<td>ACC 122</td>
<td>Principles of Managerial Acctg</td>
<td>3</td>
</tr>
<tr>
<td>ACC 320</td>
<td>Acc't Information Systems or</td>
<td>3</td>
</tr>
<tr>
<td>BUS 219</td>
<td>Management Info Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 111</td>
<td>Fundamentals of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 199</td>
<td>Fund of Business Colloquium</td>
<td>1</td>
</tr>
<tr>
<td>BUS 210</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 233</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 246</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

**Program Contacts:**

*Dr. Dandan Wu*

**Chair, Accounting, Finance & Economics Department**

Email: wud@strose.edu

Program Webpage: Finance
BUS 253  Principles of Marketing  3
BUS 301  Financial Management  3
BUS 352  Quantitative Business Analysis  3
BUS 487  Global Topics in Finance  3
or
BUS 425  Integrated Global Business  3

**Finance Courses (15 credits)**

- BUS 369  Managerial Finance  3
- BUS 485  Financial Modeling in Excel  3
- BUS 486  Investment I  3
- BUS 488  Investment II  3
- BUS 492  Field Study: Portfolio Mgmt  3

**Electives from ACC/BDA/BUS/CSC/ECO/MAT (11 credits)**

Take courses totaling at least 11 credits from one or more of the following areas:

- Accounting
- Business Data Analytics
- Computer Science
- Business
- Economics
- Mathematics

**The Saint Rose Core Requirements (33 credits)**

Finance majors must complete the following courses as part of their Saint Rose Core requirements:

- CSC 111  Intro Computer Science  3
- ECO 206  Principles of Microeconomics  3
- MAT 180  College Algebra  3

**General Education Electives (at most 27 credits required)**

Finance majors must complete the following courses as General Education electives:

- ECO 205  Principles of Macroeconomics  3
- BUS 280  Business Statistics  4
- or
- ECO 280  Business Statistics  4
- or
- MAT 184  Elementary Statistics  4

**Additional Requirements, Prerequisites, and Recommendations**

Finance majors are strongly encouraged to take MAT 180 College Algebra, MAT 184 Statistics or ECO 280 Business Statistics, and CSC 111 Intro Computer Science, or their equivalents, in the first or sophomore year because these courses form an essential knowledge base for upper-level major courses. Students must earn a cumulative grade point average of 2.0 or better in all courses required for the 60-credit Finance major.

**Internship/Field Experiences/Study Abroad/Service:**

A study abroad option is available to interested students who want to spend a semester at an approved college or university in another country. The approved courses taken will count toward the Business degree.

**Required Course:**

- BUS 492  Field Study: Portfolio Mgmt  3

**Suggested 4 Year Course Plan:**

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

<table>
<thead>
<tr>
<th>Year 1 - Fall</th>
<th>Credits</th>
<th>Year 1 - Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 111</td>
<td>3</td>
<td>BUS 210</td>
<td>3</td>
</tr>
<tr>
<td>BUS 199</td>
<td>1</td>
<td>BUS 233</td>
<td>3</td>
</tr>
<tr>
<td>C1 ENG 105</td>
<td>4</td>
<td>C4</td>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year 2 - Fall</th>
<th>Credits</th>
<th>Year 2 - Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 121</td>
<td>3</td>
<td>ACC 122</td>
<td>3</td>
</tr>
<tr>
<td>BUS 246</td>
<td>3</td>
<td>BUS 253</td>
<td>3</td>
</tr>
<tr>
<td>ECO 205</td>
<td>3</td>
<td>BUS 301</td>
<td>3</td>
</tr>
<tr>
<td>ABBCEM*</td>
<td>3</td>
<td>MAT 184 or BUS/ECO 280</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1 - Fall</th>
<th>Credits</th>
<th>Year 1 - Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2 Literary Studies</td>
<td>4</td>
<td>C5 Scientific Knowledge and Inquiry</td>
<td>4</td>
</tr>
<tr>
<td>C3</td>
<td>3</td>
<td>C6 MAT 180</td>
<td>3</td>
</tr>
<tr>
<td>World Languages and Cultures</td>
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</table>

Total 15  Total 16
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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>C7 CSC 111</td>
<td>3</td>
<td>C8 ECO 206</td>
<td>3</td>
</tr>
<tr>
<td>General Elective 1: BUS 293</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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</table>

**Year 3 - Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 369</td>
<td>3</td>
</tr>
<tr>
<td>ACC 320 or BUS 219</td>
<td>3</td>
</tr>
<tr>
<td>BUS 352</td>
<td>3</td>
</tr>
<tr>
<td>BUS 486</td>
<td>3</td>
</tr>
<tr>
<td>ABBCEM* Elective 2</td>
<td>3</td>
</tr>
<tr>
<td>ABBCEM* Elective 3</td>
<td>3</td>
</tr>
<tr>
<td>C8 course not ECO</td>
<td>3</td>
</tr>
<tr>
<td>General Elective 2</td>
<td>3</td>
</tr>
<tr>
<td>C9 Historical Knowledge, Analysis &amp; Perspective</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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</table>

**Year 3 - Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 485</td>
<td>3</td>
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<td>BUS 492</td>
<td>3</td>
</tr>
<tr>
<td>General Elective 4</td>
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<tr>
<td>General Elective 6: BUS 494</td>
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<td>General Elective 7</td>
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<td>ABBCEM* Elective 4</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
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</tbody>
</table>

**Accelerated Degree Option or Dual-Degree Program: Finance BS + MBA:**

Students in this accelerated course of study can use up to 15 graduate credits from MBA courses as substitutes for undergraduate credits required for B.S., Finance. Students in the dual-degree option can use up to 18 graduate credits from MBA courses as substitutes for undergraduate credits required for B.S., Finance. For details about the dual-degree program, see the catalog for Finance/Business Administration. (p. 136)

Preapproved course substitutions are listed below. Any other substitution proposal is subject to review and approval by the academic Advisor, as well as the Graduate Coordinator or Department Chair for the graduate course to be used as a substitute.

**Course Substitutions (maximum 15 credits)**

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Elective</td>
<td>Any MBA required course</td>
</tr>
<tr>
<td>General Elective</td>
<td>Any MBA required course</td>
</tr>
<tr>
<td>General Elective</td>
<td>Any MBA required course</td>
</tr>
<tr>
<td>BUS 352</td>
<td>MBA 660</td>
</tr>
<tr>
<td>BUS 485</td>
<td>MBA 685</td>
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<tr>
<td>BUS 487</td>
<td>MBA 650</td>
</tr>
<tr>
<td>BUS 488</td>
<td>MBA 688</td>
</tr>
<tr>
<td>BUS 492</td>
<td>MBA 692</td>
</tr>
</tbody>
</table>

Requirements for the Master of Business Administration can be found in the current Graduate Catalog.

**MBA Program Coordinator**

Dr. John Dion
Email: dionj@strose.edu

**General Information on Accelerated Degree Options (Bachelor's + Master's):**

**Eligibility Standards:**

- Minimum high school GPA of 92
• Combined SAT of 1100 (out of 1600) OR ACT of 24
• Letter of recommendation specifically for the Accelerated Bachelor's/Master's Degree Program from a high school teacher or counselor

Transfer Students:
• 45 credits completed
• GPA of 3.4 overall or at least a 3.4 GPA in the last 30 credits
• A grade of B or higher in financial accounting
• A grade of B or higher in managerial accounting
• Letter of recommendation from a faculty member from either Saint Rose or the institution from which the student transferred

Current Saint Rose Students:
• 45 credits completed
• Overall GPA of 3.4
• A grade of B or higher in financial accounting
• A grade of B or higher in managerial accounting
• Letter of recommendation from a Saint Rose faculty member

Maintaining Status in Accelerated Programs:
• Overall GPA of 3.4 at the completion of 45 credits
• Overall GPA of 3.0 from the completion of 45 credits to completion of the undergraduate degree
• A grade of B or higher in financial accounting
• A grade of B or higher in managerial accounting
• Students can receive no more than one C in a graduate level course. An earned C must be retaken at the graduate level unless otherwise specified by the program.
• Students cannot receive a failing grade in a graduate level course.

Losing Eligibility for an Accelerated Bachelor's/Master's Degree Option:

Students who do not maintain the standards outlined for their Accelerated Bachelor's/Master's Degree Option will lose eligibility for this completion option. If these students are in otherwise good standing with the College, they can continue in their current undergraduate program or move to another undergraduate major. We propose that up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher may be applied to their undergraduate degree. These credits might be applied as either general elective credits or to fulfill a requirement within the undergraduate major, depending on the undergraduate major's grade requirements. Major grade restrictions would still apply. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Discontinuing an Accelerated Bachelor's/Master's Degree Options:

Students in good standing may choose to discontinue an Accelerated Bachelor's/Master's Degree Option or withdraw from a dual degree program. These students may then move to another program offered by the college. Up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher would be applied to their undergraduate degree. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Opportunity to apply graduate credits to a future master's degree at Saint Rose if no longer enrolled in Accelerated Program:

Students who withdraw or are dismissed from the Accelerated Bachelor's/Master's Degree Option may apply to a Saint Rose Master's Degree program after completion of the Bachelor's Degree. If accepted to a Saint Rose master's degree program these students may transfer up to 12 graduate credits earned as part of their Saint Rose Bachelor's Degree. Specific courses must be approved for transfer by the faculty advisor, and Department Chair/Program Coordinator. Transfer credit is allowed only for courses in which students have received a grade of “B” or better and within the six-year time limit allowed for completion of the Master's Degree or Certificate of Advanced Study. No more than half of a Certificate of Advanced Study or Master's Degree can be fulfilled with credits that had been applied to a Saint Rose Bachelor's Degree.

Reinstatement in Accelerated Bachelor's/Master's Degree Options:

Students in good academic standing with the college but previously declared ineligible from their Accelerated Bachelor's/Master's Degree Option can apply for reinstatement to the Accelerated Bachelor's/Master's Degree Option after retaking undergraduate courses that resulted in their change of eligibility and/or after earning an overall undergraduate GPA of 3.0 or higher. Students who earned any graduate grade lower than a C or more than one C at the graduate level may not reapply for reinstatement into the Accelerated degree option.

Advising:

Students in this Accelerated Bachelor's/Master's Degree Course of Study will have two advisors while they are undergraduates. A faculty member from the student's undergraduate discipline will serve as the primary advisor while the student is an undergraduate. A faculty member from the graduate program will serve as a secondary advisor. After completing the Bachelor's Degree the advisor from the graduate program will serve as the student's sole advisor.
The School of Business also offers a dual degree B.S./M.B.A. option which provides students of superior academic ability and maturity the opportunity to accelerate their degree progress. These programs allow students to fulfill the requirements of the undergraduate and graduate degree, which normally require a minimum of 156 credits, in as few as 138 credits.

Once accepted into the dual degree (B.S./M.B.A.) program, students do not obtain a degree until all course work is completed for both degrees – at which time students are awarded both the B.S. in their desired major and the M.B.A.

Students develop an approved plan of study with guidance from the B.S./M.B.A. Program Advisor. Students typically accelerate their progress by identifying graduate courses that can be used to fulfill both graduate and undergraduate requirements.

The Finance major is designed for students wishing to enter the fields of commercial and investment banking, insurance, asset and portfolio management, securities analysis and trading and brokering, pension and mutual fund management, corporate finance, and real estate management or sales. The major provides a firm foundation in the core theories of finance. The curriculum of the Finance major at the College of Saint Rose has a focus on pragmatic experiences in money management. The ability to utilize computers for financial modeling and data analysis is also emphasized. In addition, students of the Finance major are strongly encouraged to develop a focus in Accounting/Taxation, Financial Planning, Economics, Mathematics and/or Computer Science beyond the foundational knowledge of Finance.

Program Contacts:
Dr. Dandan Wu  
Chair, Accounting, Finance & Economics Department  
Email: wud@strose.edu

Dr. John Dion  
MBA Program Coordinator  
Email: dionj@strose.edu

Program Webpage: Finance/Business Administration, BS/MBA

Program Requirements:
The Finance BS/MBA major at the College of Saint Rose emphasizes a practical approach to the understanding of finance that is built on a solid foundational knowledge of accounting and business. All Finance majors develop a comprehensive understanding in the various functional areas of accounting and business by completing the Accounting and Business Requirements; they develop a focus in finance by completing the Finance Requirements; and they develop a further specialized interest by completing the Electives Requirements.

Normally, once a student has matriculated in the Finance major at The College of Saint Rose, he or she must satisfy all remaining major requirements with Saint Rose courses. Likewise, students pursuing the Finance minor must satisfy all requirements for the minor with Saint Rose courses.

The minimum credit requirement for the Bachelor of Science in Finance/Master of Business Administration program at The College of Saint Rose is 138 credits, which consists of the following:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Accounting and Business Courses</td>
<td>34</td>
</tr>
<tr>
<td>Undergraduate Finance Courses</td>
<td>15</td>
</tr>
<tr>
<td>Undergraduate Electives from ACC/BDA/BUS/CSC/ECO/MAT*</td>
<td>11</td>
</tr>
<tr>
<td>The Saint Rose Core Requirements</td>
<td>33</td>
</tr>
<tr>
<td>Undergraduate General Education Electives**</td>
<td>27</td>
</tr>
<tr>
<td>MBA Core Requirements</td>
<td>27</td>
</tr>
<tr>
<td>MBA Electives</td>
<td>9</td>
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<tr>
<td>Subtotal</td>
<td>156</td>
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<tr>
<td>Less potential challenge credits</td>
<td>(18)</td>
</tr>
<tr>
<td>Total</td>
<td>138</td>
</tr>
</tbody>
</table>
Accounting and Business Courses (34 credits)

**Accounting and Business Courses (34 credits)**

- ACC 121  Principles of Financial Acctg  3
- ACC 122  Principles of Managerial Acctg  3
- ACC 320  Acc't Information Systems  3
- BUS 111  Fundamentals of Business  3
- BUS 199  Fund of Business Colloquium  1
- BUS 210  Business Communications  3
- BUS 233  Business Law 1  3
- BUS 246  Organizational Behavior  3
- BUS 253  Principles of Marketing  3
- BUS 301  Financial Management  3
- BUS 352  Quantitative Business Analysis  3
- BUS 487  Global Topics in Finance  3
- BUS 425  Integrated Global Business  3

**Finance Courses (15 credits)**

- BUS 369  Managerial Finance  3
- BUS 485  Financial Modeling in Excel  3
- BUS 486  Investment I  3
- BUS 488  Investment II  3
- BUS 492  Field Study: Portfolio Mgmt  3

**Undergraduate Electives from ACC/BDA/BUS/CSC/ECO/MAT (11 credits)**

- Take courses totaling at least 11 credits from one or more of the following areas:
  - Accounting
  - Business Data Analytics
  - Computer Science
  - Business
  - Economics
  - Mathematics

**The Saint Rose Core Requirements (33 credits)**

Finance majors must complete the following courses as part of their Saint Rose Core Requirements requirements:

- CSC 111  Intro Computer Science  3
- ECO 206  Principles of Microeconomics  3
- MAT 180  College Algebra  3

**General Education Electives (at most 27 credits required)**

Finance majors must complete the following courses as General Education electives:

- ECO 205  Principles of Macroeconomics  3
- BUS 280  Business Statistics  4
- ECO 280  Business Statistics  4
- MAT 184  Elementary Statistics  4

Additional Requirements, Prerequisites, and Recommendations

Finance majors are strongly encouraged to take MAT 180 College Algebra, MAT 184 Statistics or ECO 280 Business Statistics, and CSC 111 Intro Computer Science, or their equivalents, in the first or sophomore year because these courses form an essential knowledge base for upper-level major courses. Students must earn a cumulative grade point average of 2.0 or better in all courses required for the 60-credit Finance major.

**Graduate MBA Requirements (36 credits)**

**Core Courses (27 Credits)**

- MBA 516  Mgmt Com/Soc Res  3
- MBA 517  Org. Beh & Mgmt.  3
- ACC 522  Budgeting & Cost Analysis  3
- MBA 555  Managerial Economics  3
- MBA 582  Human Resource Management  3
- MBA 635  Marketing Management  3
- MBA 640  Managerial Finance  3
- MBA 660  Prod & Qual Mgmt  3
- MBA 690  Strategic Management  3
- MBA 690: (taken in the final semester)

**Graduate Electives/Internship (9 Credits)**

The usual number of elective courses is three. However, the actual number of elective courses taken will depend on the number of waived and/or transferred credits. Elective courses allow the student the flexibility of developing a functional specialization or broadening of his/her management background. They may be taken at any time.

Students in the Part-Time Program take three elective courses (9 credits). Students in the One-Year and Full-Time options MAY take 3 credits of Graduate Internship (MBA 699) in lieu of one of the elective courses. The remaining elective requirements (6 credits) may be satisfied by taking any two (2) elective courses.

**Additional Requirements, Prerequisites, and Recommendations**

The students in this program are evaluated each semester and must meet the following requirements: a minimum GPA of 3.0 both overall and in courses required for the major; the minimum grade in all graduate courses follows the School of Business graduate guidelines. Students should consult with their advisors concerning their career goals, academic progression and application.

**Losing eligibility for the dual degree:**

Students who do not maintain the standards outlined for their dual degree will lose eligibility for this completion program. If these students are in otherwise good standing with the College, they can continue in their current undergraduate program or move to another undergraduate major. We propose that up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher be applied to their undergraduate degree. These credits might be applied as either general elective credits or to fulfill a requirement within the undergraduate major, depending on the undergraduate major’s grade requirements. Major grade restrictions would still apply. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

**Discontinuing the dual degree:**
Students in good standing may choose to withdraw from the dual degree program. These students may then move to another program offered by the college. Up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher would be applied to their undergraduate degree. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

**Opportunity to apply graduate credits to a future master's degree at Saint Rose if no longer enrolled in the dual degree program:**

Students who withdraw or are dismissed from the dual degree program may apply to a Saint Rose Master’s Degree program after completion of the Bachelor's Degree. If accepted to a Saint Rose master’s degree program these students may transfer up to 12 graduate credits earned as part of their Saint Rose Bachelor’s Degree. Specific courses must be approved for transfer by the faculty advisor, and Department Chair/Program Coordinator. Transfer credit is allowed only for courses in which students have received a grade of “B” or better and within the six-year time limit allowed for completion of the Master's Degree or Certificate of Advanced Study. No more than half of a Certificate of Advanced Study or Master's Degree can be fulfilled with credits that had been applied to a Saint Rose Bachelor's Degree.

**Reinstatement in the dual degree program:**

Students in good academic standing with the college but previously declared ineligible from their dual degree program can apply for reinstatement to the dual degree program after retaking undergraduate courses that resulted in their change of eligibility and/or after earning an overall undergraduate GPA of 3.0 or higher. Students who earned any graduate grade lower than a C or more than one C at the graduate level may not reapply for reinstatement into the dual degree program.

**Advising:**

Students in this dual degree program will have two advisors while they are undergraduates. A faculty member from the student’s undergraduate discipline will serve as the primary advisor while the student is an undergraduate. A faculty member from the graduate program will serve as a secondary advisor. After completing the Bachelor's Degree the advisor from the graduate program will serve as the student’s sole advisor.

**Internship/Field Experiences/Study Abroad/Service:**

A study abroad option is available to interested students who want to spend a semester at an approved college or university in another country. The approved courses taken will count toward the Business degree.

**Required Course:**

BUS 492 Field Study: Portfolio Mgmt 3

**Additional Admissions Information for Finance/Business Administration BS/MBA:**

**Eligibility Standards:**

**High School Students:**

- Minimum high school GPA of 92
- Combined SAT of 1100 (out of 1600) OR ACT of 24
- Letter of recommendation specifically for the dual degree program from a high school teacher or counselor

**Transfer Students:**

- 45 credits completed
- GPA of 3.4 overall or at least a 3.4 GPA in the last 30 credits
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a faculty member from either Saint Rose or the institution from which the student transferred

**Current Saint Rose Students**

- 45 credits completed
- Overall GPA of 3.4
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a Saint Rose faculty member

**Maintaining Status in Accelerated Programs:**

- Overall GPA of 3.4 at the completion of 45 credits
- Overall GPA of 3.0 from the completion of 45 credits to completion of the undergraduate degree
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Students can receive no more than one C in a graduate level course. An earned C must be retaken at the graduate level unless otherwise specified by the program.
- Students cannot receive a failing grade in a graduate level course.

**Forensic Psychology – BS**

**Program Overview:**

Forensic Psychologists apply their psychological expertise to the legal and criminal justice fields. Already an interdisciplinary field, the forensic psychology major at Saint Rose brings together two of the college’s programs: Psychology, and Criminal Justice, Behavior and Law. The field of forensic psychology is immense, ranging from assessment, diagnosis, and treatment of criminal and civil forensic
populations, courtroom process, and organization analysis to policy studies. If the student is appropriately prepared, they can skillfully work among those in the psychotherapeutic management and advocacy communities. Specifically, forensic psychologists examine issues, controversies, social problems, psychological state, and other complex phenomenon within juvenile and adult populations in criminal, civil, family, mental health, and many other domains of practice.

The Departments of Psychology and Criminal Justice, Behavior, and Law offer a wide variety of elective courses for the Forensic Psychology major. Students are strongly recommended to consult with their faculty academic advisor when selecting their elective CJS, Psychology major. Students are strongly recommended to consult and Law offer a wide variety of elective courses for the Forensic

The Departments of Psychology and Criminal Justice, Behavior, and Law offer a wide variety of elective courses for the Forensic Psychology major. Students are strongly recommended to consult with their faculty academic advisor when selecting their elective CJS, Psychology major. Students are strongly recommended to consult

Students must earn a C- or better in all courses used to satisfy requirements for the major. Except in special cases where a student receives written approval from the department of Psychology Chairperson based on a decision made by the members of the Forensic Psychology Steering Committee, no student may repeat a course offered for the major more than once. Two failures of a core course will result in the dismissal from the major. Majors may not take courses required for the major (except internships) on a pass/fail basis. Once having declared the Forensic Psychology major, students must satisfy all remaining core, distribution, and other courses applicable to the major at The College of Saint Rose.

**Program Contacts:**

Dr. Robert Flint  
*Chair, Psychology Department*

Email: flintr@strose.edu

Program Webpage: Forensic Psychology, BS

**Program Requirements:**

**Major in Forensic Psychology (73 Credits)**

**Core Courses (49 credits):**

All Forensic Psychology majors take the same Core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CJS 110</td>
<td>Intro to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJS 111</td>
<td>Criminal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CJS 112</td>
<td>The Court Systems</td>
<td>3</td>
</tr>
<tr>
<td>FPY 262</td>
<td>Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>FPY 300</td>
<td>Forensic Mental Health Law</td>
<td>3</td>
</tr>
<tr>
<td>FPY 320</td>
<td>Forensic Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>FPY 320L</td>
<td>Forensic Neuroscience Lab</td>
<td>1</td>
</tr>
<tr>
<td>FPY 325</td>
<td>Child &amp; Adolesenal Psych</td>
<td>3</td>
</tr>
<tr>
<td>FPY 400</td>
<td>Advanced Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>FPY 498</td>
<td>Senior Seminar: Research FPY</td>
<td>3</td>
</tr>
<tr>
<td>FPY 498L</td>
<td>Senior Seminar Lab in FPY</td>
<td>1</td>
</tr>
<tr>
<td>PSY 295</td>
<td>Research Methods/Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 299</td>
<td>Research Methods/Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 363</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Psychometrics</td>
<td>3</td>
</tr>
</tbody>
</table>

1. PSY 310 Social Psychology fulfills the liberal education diversity requirement.

2. Students may apply 3 credits of CJS 493 toward the major.

3. Students may apply 3 credits of CJS 494, 3 credits of PSY 490, or 3 credits of FPY 491 internship toward the major.

**General Concentration (24 Credits):**

Forensic Psychology Degree with General Concentration - The Forensic Psychology degree is comprised of a core set of classes and selections from courses focusing on criminal justice, psychology, and law. Students have considerable flexibility in the basic degree which focuses on breadth within the field.

**Criminal Justice Courses:**

**Select 4 courses (12 credits) from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 232</td>
<td>Policing</td>
<td>3</td>
</tr>
<tr>
<td>CJS 234</td>
<td>Probation, Prison &amp; Parole</td>
<td>3</td>
</tr>
<tr>
<td>CJS 239</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CJS 242</td>
<td>Victimology</td>
<td>3</td>
</tr>
<tr>
<td>CJS 244</td>
<td>Criminal Profiling</td>
<td>3</td>
</tr>
<tr>
<td>CJS 250</td>
<td>Law &amp; Theory Crim Investigat</td>
<td>3</td>
</tr>
<tr>
<td>CJS 310</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CJS 319</td>
<td>The Law of Policing</td>
<td>3</td>
</tr>
<tr>
<td>CJS 340</td>
<td>Sex Crimes &amp; Paraphilia</td>
<td>3</td>
</tr>
<tr>
<td>CJS 343</td>
<td>Criminal Personality</td>
<td>3</td>
</tr>
<tr>
<td>CJS 345</td>
<td>Stress, Coping and Violence</td>
<td>3</td>
</tr>
<tr>
<td>CJS 346</td>
<td>Desistence &amp; Changing the Crim</td>
<td>3</td>
</tr>
<tr>
<td>CJS 424</td>
<td>Serial Crime</td>
<td>3</td>
</tr>
<tr>
<td>CJS 493</td>
<td>Cold Case</td>
<td>0 to 3</td>
</tr>
<tr>
<td>CJS 494</td>
<td>Internship in CJS</td>
<td>1 to 12</td>
</tr>
</tbody>
</table>

**Psychology Courses:**

**Select 3 courses (9 credits) from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 200</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Developmental Psych: Childhood</td>
<td>3</td>
</tr>
<tr>
<td>PSY 252</td>
<td>Devel Psy:Adoles &amp; Emerg Adult</td>
<td>3</td>
</tr>
<tr>
<td>PSY 254</td>
<td>Devel Psy: Adulthood &amp; Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSY 290</td>
<td>Psy Perspcn on Death &amp; Dying</td>
<td>3</td>
</tr>
<tr>
<td>PSY 292</td>
<td>Motivation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 345</td>
<td>Intro to Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 352</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 364</td>
<td>Psychopathology in Child &amp; Adolesen</td>
<td>3</td>
</tr>
<tr>
<td>PSY 365</td>
<td>Introduction to Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 385</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 400</td>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 415</td>
<td>Clinical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 420</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 490</td>
<td>Psychology Internship</td>
<td>1 to 6</td>
</tr>
<tr>
<td>FPY 450</td>
<td>Prejudice &amp; Discrim in Legal Sys</td>
<td>3</td>
</tr>
<tr>
<td>FPY 491</td>
<td>Forensic Psych Internship</td>
<td>1 to 6</td>
</tr>
<tr>
<td>FPY 496</td>
<td>FPY Directed Research</td>
<td>1 to 6</td>
</tr>
</tbody>
</table>

**Law Courses:**

**Select 1-2 courses (3 credits) from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CJS 238</td>
<td>Substantive Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJS 252</td>
<td>Introduction to Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CJS 321</td>
<td>Prosecution &amp; Defense of the Accused</td>
<td>3</td>
</tr>
<tr>
<td>CJS 347</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJS 352</td>
<td>Scientfic &amp; Expert Opinion Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CJS 440</td>
<td>Cyber Law &amp; Crime Investigation</td>
<td>4</td>
</tr>
<tr>
<td>CJS 481</td>
<td>Mock Trial</td>
<td>0 - 2</td>
</tr>
</tbody>
</table>
Clinical Concentration (24 Credits):

Forensic Psychology Degree with Clinical Concentration - The Clinical concentration emphasizes the applied clinical psychological components of Forensic Psychology. Students still select courses with criminal justice and legal content, but are required to take more courses in psychological science. Students completing the Clinical concentration will be especially well-prepared for graduate programs in Forensic Psychology leading to careers in criminal assessment, assessment in other forensic settings, clinical practice or counseling within a correctional, criminal or other forensic settings, police consultation and counseling, and to serve as expert witnesses.

Criminal Justice Courses:
Select 2 courses (6 credits) from the following:

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<td>Probation, Prison &amp; Parole</td>
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<td>CJS 340</td>
<td>Sex Crimes and Paraphilia</td>
<td>3</td>
</tr>
<tr>
<td>CJS 343</td>
<td>Criminal Personality</td>
<td>3</td>
</tr>
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<td>CJS 345</td>
<td>Stress, Coping and Violence</td>
<td>3</td>
</tr>
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<td>CJS 346</td>
<td>Desistence &amp; Changing the Crime</td>
<td>3</td>
</tr>
<tr>
<td>CJS 493</td>
<td>Cold Case</td>
<td>0 to 3</td>
</tr>
<tr>
<td>CJS 494</td>
<td>Internship in CJS</td>
<td>1 to 12</td>
</tr>
</tbody>
</table>

Psychology Courses:
Select 4 courses (12 credits) from the following:

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<td>Psy Persp on Death&amp; Dying</td>
<td>3</td>
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<td>Motivation</td>
<td>3</td>
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<tr>
<td>FPY 496</td>
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</table>

PSY 365 is strongly recommended for students completing the Forensic Psychology Major with Clinical Concentration.

Required:
PSY 415 | Clinical Psychology                        | 3       |

Law Courses:
Select 1-2 courses (3 credits) from the following:

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<td>Introduction to Evidence</td>
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<tr>
<td>CJS 347</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJS 352</td>
<td>Science&amp;ExpertOpinionEvidence</td>
<td>3</td>
</tr>
<tr>
<td>CJS 481</td>
<td>Mock Trial</td>
<td>0 - 2</td>
</tr>
</tbody>
</table>

Developmental Concentration (24 Credits):

Forensic Psychology Degree with Developmental Concentration – The Developmental concentration emphasizes the application of developmental psychological theories to the criminal justice system. Students still select courses with criminal justice and legal content, but are required to take more courses in psychological science. Students completing the Developmental concentration will be especially well-prepared for graduate programs in Forensic Psychology that have particular focuses on research concerning areas involving juveniles in the legal system. Potential careers in this area of Forensic Psychology include juvenile justice programs, advocacy, program evaluation, academic research, and serving as an expert witness.

Criminal Justice Courses:
Select 3 courses (9 credits) from the following:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 232</td>
<td>Policing</td>
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<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CJS 340</td>
<td>Sex Crimes and Paraphilia</td>
<td>3</td>
</tr>
<tr>
<td>CJS 343</td>
<td>Criminal Personality</td>
<td>3</td>
</tr>
<tr>
<td>CJS 345</td>
<td>Stress, Coping and Violence</td>
<td>3</td>
</tr>
<tr>
<td>CJS 424</td>
<td>Serial Crime</td>
<td>3</td>
</tr>
<tr>
<td>CJS 493</td>
<td>Cold Case</td>
<td>0 to 3</td>
</tr>
<tr>
<td>CJS 494</td>
<td>Internship in CJS</td>
<td>1 to 12</td>
</tr>
</tbody>
</table>

Psychology Courses:
Select 1 course (3 credits) from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 200</td>
<td>Human Sexuality</td>
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<td>3</td>
</tr>
<tr>
<td>PSY 254</td>
<td>Devel Psy: Adulthood &amp; Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSY 290</td>
<td>Psy Persp on Death&amp; Dying</td>
<td>3</td>
</tr>
<tr>
<td>PSY 292</td>
<td>Motivation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 385</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 400</td>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 402</td>
<td>Prejudice and Discrimition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 490</td>
<td>Psychology Internship</td>
<td>1 to 6</td>
</tr>
<tr>
<td>FPY 450</td>
<td>Prejudice &amp; Discrim in Legal Sys</td>
<td>3</td>
</tr>
<tr>
<td>FPY 491</td>
<td>Forensic Psych Internship</td>
<td>1 to 6</td>
</tr>
<tr>
<td>FPY 496</td>
<td>FPY Directed Research</td>
<td>1 to 6</td>
</tr>
</tbody>
</table>

Required:
Students must select two of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 250</td>
<td>Developmental Psych: Childhood</td>
<td>3</td>
</tr>
<tr>
<td>PSY 252</td>
<td>Devel Psy:Adoles &amp; Emerg Adult</td>
<td>3</td>
</tr>
<tr>
<td>PSY 254</td>
<td>Devel Psy: Adulthood &amp; Aging</td>
<td>3</td>
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</tbody>
</table>

Law Courses:
Select 2-3 courses (6 credits) from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 238</td>
<td>Substantive Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJS 252</td>
<td>Introduction to Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CJS 347</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJS 352</td>
<td>Science&amp;ExpertOpinionEvidence</td>
<td>3</td>
</tr>
<tr>
<td>CJS 481</td>
<td>Mock Trial</td>
<td>0 - 2</td>
</tr>
</tbody>
</table>

Law Enforcement Concentration (24 Credits):

Forensic Psychology Degree with Law Enforcement Concentration – The Law Enforcement concentration emphasizes the use of criminal justice, psychology, and law focusing coursework in preparation for careers in law enforcement. Students completing the Law Enforcement Concentration will be prepared for careers with a variety of different law enforcement agencies as well as corrections.

Criminal Justice Courses:
Select 3 courses (9 credits) from the following:
psychology students who are interested in continuing their The legal concentration is designed to accommodate those forensic take additional courses to assist them in preparing for law training. with criminal justice and psychological content, but are required to within the context of being an attorney. Students still select courses legal concentration emphasizes the practice of Forensic Psychology Select 2 courses (6 credits) from the following:

Psychology Courses:

Select 2 courses (6 credits) from the following:

PSY 200  Human Sexuality 3
PSY 252  Devel Psy:Adoles & Emerg Adult 3
PSY 254  Devel Psy: Adult/hood & Aging 3
PSY 290  Psy Perspet on Death&Dying 3
PSY 292  Motivation 3
PSY 345  Intro to Psychopharmacology 3
PSY 364  Psychopathology in Child&Adol 3
PSY 385  Cross-Cultural Psychology 3
PSY 400  Personality 3
PSY 490  Psychology Internship 1 to 6
FPY 450  Prejudice & Discrim in Legal Sys 3
FPY 491  Forensic Psych Internship 1 to 6
FPY 496  FPY Directed Research 1 to 6

Law Courses:

Select 4-5 courses (12 credits) from the following:

CJS 328  Substance Criminal Law 3
CJS 325  Introduction to Evidence 3
CJS 321  Prosecution & Defense of the Accused 3
CJS 347  Juvenile Justice 3
CJS 352  Scientific&ExpertOpinionEvidence 3
CJS 440  Cyber Law & Crime Investigation 4
CJS 481  Mock Trial 0 - 2
CJS 238 and CJS 252 are strongly recommended for Legal Concentrators.

Social-Cognitive Concentration (24 Credits):

Forensic Psychology Degree with Social-Cognitive Concentration – The Social-Cognitive concentration emphasizes the application of social and cognitive psychological theories to the criminal justice system. Students still select courses with criminal justice and legal content, but are required to take more courses in psychological science. Students completing the Social-Cognitive concentration will be especially well-prepared for graduate programs in Forensic Psychology that have particular focuses on research concerning areas such as jury decision making, false confessions, interrogations, and eyewitnesses. Potential careers in this area of Forensic Psychology include policy evaluation, program evaluation, trial consulting, academic research, and serving as an expert witness.

Criminal Justice Courses:

Select 3 courses (9 credits) from the following:

CJS 323  Policing 3
CJS 324  Probation, Prison & Parole 3
CJS 339  Juvenile Delinquency 3
CJS 340  Sex Crimes and Paraphilia 3
CJS 343  Criminal Personality 3
CJS 345  Stress, Coping and Violence 3
CJS 424  Serial Crime 3
CJS 493  Cold Case 0 to 3
CJS 494  Internship in CJS 1 to 12

Psychology Courses:

Select 2 courses (6 credits) from the following:

PSY 200  Human Sexuality 3
PSY 252  Devel Psy:Adoles & Emerg Adult 3
PSY 290  Psy Perspet on Death&Dying 3
PSY 292  Motivation 3
PSY 345  Intro to Psychopharmacology 3
PSY 364  Psychopathology in Child&Adol 3
PSY 385  Cross-Cultural Psychology 3
PSY 400  Personality 3
PSY 490  Psychology Internship 1 to 6
FPY 450  Prejudice & Discrim in Legal Sys 3
FPY 491  Forensic Psych Internship 1 to 6
FPY 496  FPY Directed Research 1 to 6

Legal Concentration (24 Credits):

Forensic Psychology Degree with Legal Concentration - The legal concentration emphasizes the practice of Forensic Psychology within the context of being an attorney. Students still select courses with criminal justice and psychological content, but are required to take additional courses to assist them in preparing for law training. The legal concentration is designed to accommodate those forensic psychology students who are interested in continuing their education by attending law school.

Criminal Justice Courses:

Select 2 courses (6 credits) from the following:

CJS 232  Policing 3
CJS 234  Probation, Prison & Parole 3
CJS 239  Juvenile Delinquency 3
CJS 240  Sex Crimes and Paraphilia 3
CJS 244  Criminal Profiling 3
CJS 250  Law & Theory Crim Investigat 3
CJS 234  Criminal Profiling 3
CJS 239  Juvenile Delinquency 3
CJS 250  Law & Theory Crim Investigat 3
CJS 310  Ethics 3
CJS 340  Sex Crimes and Paraphilia 3
CJS 342  Sexual Offender Treatment 3
CJS 493  Cold Case 0 to 3
CJS 494  Internship in CJS 1 to 12

Psychology Courses:

Select 2 courses (6 credits) from the following:

PSY 200  Human Sexuality 3
PSY 400  Personality  3  
PSY 402  Prejudice and Discrimination  3  
PSY 490  Psychology Internship  1 to 6  
FPY 450  Prejudice & Discrim in Legal Sys  3  
FPY 491  Forensic Psych Internship  1 to 6  
FPY 496  FPY Directed Research  1 to 6  

Required:  
PSY 420  Cognitive Psychology  3  

Law Courses:  
Select 2-3 courses (6 credits) from the following:  
CJS 238  Substantive Criminal Law  3  
CJS 252  Introduction to Evidence  3  
CJS 347  Juvenile Justice  3  
CJS 352  Scientific&ExpertOpinionEvidence  3  
CJS 481  Mock Trial  0 - 2  

Internship/Field Experiences/Service:  
Internships at The College of Saint Rose are strongly encouraged. Not only do internships assist the student to determine their career goals, it also serves other purposes:  
1. They provide the students with the opportunity to get a “foot in the door” at an agency they wish to be employed  
2. They provide the agency with the opportunity to observe and review the skills, strengths and weaknesses of interns before deciding whether or not to hire them.  
3. They give interns the opportunity to gain valuable hands on experience to gain valuable hands on experience.  
4. Achieve firsthand knowledge of an agency  
5. Meet people working in the field  
6. Make a good impression on future supervisors  

Culminating Academic Experiences:  
Required Course:  
FPY 498  Senior Seminar: Research FPY  3  

Suggested 4 Year Course Plan:  
This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement. 

Fall of Year 1:  
Spring of Year 1:  
Winter Immersion of Year 1: OPTIONAL  

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 105</td>
<td>Expository Writing, Speaking, &amp; Research Techniques (Core C1)</td>
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<tr>
<td>PSY 101</td>
<td>General Psychology (Core C8)</td>
<td>3</td>
</tr>
<tr>
<td>CJS 110</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>FPY 262</td>
<td>Introduction to Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CJS 111</td>
<td>Criminal Behavior</td>
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<th>Credits</th>
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<tr>
<td>ARA, CHN, FRE, GRK, ITA, POR, RUS, SLG, or SPA</td>
<td>Study of World Languages and Cultures (Core C3)</td>
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<tr>
<td>ENG</td>
<td>Literary Studies (Core C2)</td>
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<tr>
<td>CJS 112</td>
<td>The Court Systems</td>
<td>3</td>
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<tr>
<td>ECO, POS, or SOC</td>
<td>Social Scientific Knowledge and Inquiry (Core C8)</td>
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<tr>
<td>FPY Concentration Course</td>
<td>Psychology, Criminal Justice, or Law Course (3 of 27 Required Credits; See Course Catalog for Concentration Courses)</td>
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<td>Summer of Year 1: OPTIONAL</td>
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<tr>
<td>------------------------------</td>
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</tr>
<tr>
<td><strong>Course Prefix/Number</strong></td>
<td><strong>Course Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematical Reasoning (C6)</td>
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<tr>
<td>PSY 295</td>
<td>Research Methods &amp; Statistics 1</td>
<td>4</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Social Psychology</td>
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<tr>
<td>FPY</td>
<td>Psychology, Criminal Justice, or Law Course (3 of 27 Required Credits; See Course Catalog for Concentration Courses)</td>
<td>3</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<tr>
<td>PSY 299</td>
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<td>PSY 363</td>
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<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
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<table>
<thead>
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<td>BIO, CHM, ESC, or PHY</td>
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<td>Course Prefix/Number</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>FPY 300</td>
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<tr>
<td>PSY 410</td>
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<tr>
<td>FPY Concentration</td>
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<tr>
<td>FPY Concentration</td>
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<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
</tr>
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</table>

Total Credits: 15

Winter Immersion of Year 4: OPTIONAL

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<tr>
<th>Course Prefix/Number</th>
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<tbody>
<tr>
<td>PHI, RLS</td>
<td>Philosophical and Religious Traditions (C4)</td>
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Total Credits: 15

Spring of Year 4:

<table>
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<tbody>
<tr>
<td>FPY 490</td>
<td>Senior Seminar Lab in FPY</td>
<td>1</td>
</tr>
<tr>
<td>FPY Concentration</td>
<td>Psychology, Criminal Justice, or Law Course (3 of 27 Required Credits; See Course Catalog for Concentration Courses)</td>
<td>3</td>
</tr>
<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
<td>2</td>
</tr>
</tbody>
</table>
Concentration, minor, or second major

Total Credits 12

Summer of Year 4: OPTIONAL

Course Prefix/Number Course Title Credits

Career Opportunities and Graduate Study:
Over the last 20 years, the field of forensic psychology has maintained a steady growth rate. It is expected that over the next ten years, consultation, research work, and clinical practice in psychology and the law will continue to grow. Positions working with lawmakers, attorneys, and the courts are predicted to have the highest demand. It is also expected that jobs working in colleges and universities, teaching and doing research, will continue to increase. Changing laws and the development of new and innovative ways to deal with juvenile offenders has become popular subjects of exploration amongst forensic psychologists. Their expertise can be vital to the decisions made regarding such delinquents.

There are also a number of positions within the realm of forensics that graduates would be able to hold; most of these require a bachelor’s degree: Correctional counselor, Correctional casework specialist, Correctional care and treatment worker, Court liaison, Juvenile corrections officer, Mental health case manager, Probation counselor, Victim assistance worker, Victim advocate.

Some forensic psychologists choose to focus their careers exclusively on research, which ranges anywhere from learning how to improve interrogation methods to the detailed assessment of eyewitness testimony. Public policy is another area of interest for forensic psychologists. In this line of work forensic psychologists act as researchers helping to design prisons and other correctional facilities. Most often Forensic Psychology includes areas between the conventional options of criminal justice (i.e., law enforcement, academic training, and corrections).

According to the Occupational Information Network (O*Net), the projected growth of several areas that graduates of this program would be prepared to pursue is faster than average: (a) the growth of clinical psychology is faster than average (14-20%) and it has been marked as an “in demand” job, (b) the growth of both substance abuse counseling and mental health counseling is labeled as much faster than average (>21%) and these areas have also been marked as “in demand” jobs. These aforementioned jobs would require graduate training to obtain a masters degree or doctorate.

Find Out More:
• Mission and History
• Academic Policies
• Academic Integrity
• Academic Scholarship
• Faculty Directory
• Library
• Technology
• Career Center
• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics

Forensic Science – BS

Program Overview:
The Forensic Science major will provide students with the background they need to obtain entry level positions in a forensic science laboratory or enter a graduate level program in one of the many forensic science specialties. This major is multi-disciplinary, with a combination of chemistry and biology that gives students both the depth and breadth necessary to build a solid scientific foundation for a career in forensics. The track system within the forensic science major allows students to take all of the courses they would have taken as either a Cell/Molecular Biology Major or a Chemistry major, in addition to specialized forensic science courses and criminal justice courses, which will give students greater flexibility upon graduation should they choose to enter a field other than forensic science.

Program Contacts:
Dr. Brian Jensen
Co-Chair, Physical and Biological Sciences Department
Email: jensenb@strose.edu

Dr. Brad Bauer
Co-Chair, Physical and Biological Sciences Department
Email: bauerb@strose.edu

Dr. Sara Alvaro
Forensic Science Advisor
Email: alvaros@strose.edu

Program Webpage: Forensic Science BS

Program Requirements:
Major in Forensic Science - Cell/Molecular Biology Track (91 Credits)
Major in Forensic Science - Chemistry Track (91 Credits)
All Forensic Science Majors will take the following CORE courses:

- BIO 190  Principles of Biology 1  3
- BIO 190L  Principles of Biology 1 Lab  1
- BIO 191  Principles of Biology 2  3
- BIO 191L  Principles of Biology 2 Lab  1
- BIO 258  Genetics  3
- BIO 258L  Genetics Lab  1
- BIO 307  Biochemistry  3
- BIO 307L  Biochemistry Lab  1
- BIO 351  Cell Biology  3
- BIO 351L  Cell Biology Lab  1
- CHM 190  Gen Chemistry 1  3
- CHM 190L  Gen Chemistry 1 Lab  1
- CHM 191  Gen Chemistry 2  3
- CHM 191L  Gen Chemistry 2 Lab  1
- CHM 201  Organic Chemistry 1  3
- CHM 201L  Organic Chemistry 1 Lab  1
- CHM 202  Organic Chemistry 2  3
- CHM 202L  Organic Chemistry 2 Lab  1
- CHM 203  Quantitative Analysis  3
- CHM 203L  Quantitative Analysis Lab  1
- CHM 301  Instrumental Analysis  3
- CHM 301L  Instrumental Analysis Lab  1
- CJS 112  The Court Systems  3
- CJS 252  Introduction to Evidence  3
- CJS 352  Scientific&ExpertOpinionEvidence  3
- FSC 190  Intro to Forensic Science  3
- FSC 370  Contemp & Descr Topics  3
- FSC 375  Forensic Science  4
- MAT 190  Calculus 1  4
- MAT 191  Calculus 2  4
- PHY 190  Fundamentals of Physics 1  3
- PHY 190L  Fundamentals of Physics 1 Lab  1
- PHY 191  Fund of Physics 2  3
- PHY 191L  Fund of Physics 2 Lab  1
- SCI 399  Natural Sciences Colloquium  0

Those students opting for the Cell/Molecular Biology Track will also take the following courses:

- BIO 201  Invertebrate Zoology  3
- BIO 201L  Invertebrate Zoology Lab  1
- or
- BIO 234  Comparative Vertebrate Biology  3
- BIO 234L  Comp Vertebrate Anatomy Lab  1
- BIO 210  Anatomy and Physiology  3
- BIO 210L  Anatomy and Physiology Lab  1
- BIO 350  General Microbiology  3
- BIO 350L  General Microbiology Lab  1

Those students opting for the Chemistry Track will also take the following courses:

- CHM 401  Physical Chemistry 1  3
- CHM 401L  Physical Chemistry 1 Lab  1
- CHM 402  Physical Chemistry 2  3
- CHM 402L  Physical Chemistry 2 Lab  1
- MAT 201  Calculus 3  4

SCI 399 (Natural Sciences Colloquium) is during the first year at The College of Saint Rose.

Internship/Field Experiences/Service:

Internships at The College of Saint Rose are strongly encouraged. Not only do internships assist the student to determine his or her career goals, it also serves other purposes:

1. They provide the students with the opportunity to get a “foot in the door” at an agency they wish to be employed.
2. They provide the agency with the opportunity to observe and review the skills, strengths and weaknesses of an intern before deciding whether or not to hire him or her.
3. They give interns the opportunity to gain valuable hands-on experience.
4. Achieve firsthand knowledge of an agency.
5. Meet people working in the field.
6. Make a good impression on future supervisors.

Since The College of Saint Rose is located in New York's Capital, Forensic Science Students have many opportunities for internships of their choice. The intern will be expected to work 12 hours per week in the semester, maintain a weekly log of his or her experiences, and a 10-page research paper to be written related to the internship.

Suggested 4 Year Course Plan:

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

Cell and Molecular Biology Track

Year 1

<table>
<thead>
<tr>
<th>Fall Semester (15 credits)</th>
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<tbody>
<tr>
<td>FSC 190 Introduction to Forensic Science 3</td>
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<tr>
<td>CHM 190 General Chemistry 1 4</td>
</tr>
<tr>
<td>BIO 190 Principles of Biology 1 4</td>
</tr>
<tr>
<td>ENG 105 4</td>
</tr>
<tr>
<td>SCI 399 Natural Sciences Colloquium 0</td>
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<table>
<thead>
<tr>
<th>Spring Semester (14 credits)</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>CJS 252 Criminal Evidence</td>
</tr>
<tr>
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</tr>
<tr>
<td>CHM 191 General Chemistry 2</td>
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<tr>
<td>BIO 191 Principles of Biology 2</td>
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<tr>
<td>Core Requirement</td>
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</table>

**Year 2**

**Fall Semester** *(16 credits)*
- BIO 201 Invertebrate Zoology OR BIO 234 Comparative Vertebrate Anatomy | 4 |
- CHM 201 Organic Chemistry 1 | 4 |
- PHY 190 Fund. of Physics 1 | 4 |
- MAT 190 Calculus 1 | 4 |

**Spring Semester** *(16 credits)*
- CHM 202 Organic Chemistry 2 | 4 |
- PHY 191 Fund. of Physics 2 | 4 |
- MAT 191 Calculus 2 | 4 |
- BIO 258 Genetics | 4 |

**Year 3**

**Fall Semester** *(14-15 credits)*
- BIO 350 Microbiology | 4 |
- BIO 351 Cell Biology | 4 |
- Core Requirement | 3 |
- Core Requirement | 3-4 |

**Spring Semester** *(17 credits)*
- CJS 112 The Court System | 3 |
- CHM 203 Quantitative Analysis | 4 |
- BIO 210 Anatomy and Physiology | 4 |
- Core Requirement/General Elective | 3 |

**Core Requirement/General Elective** | 3 |

**Year 4**

**Fall Semester** *(14-15 credits)*
- FSC 370 Contemporary and Descriptive Topics in Forensic Science | 3 |
- CHM 301 Instrument Analysis | 4 |
- BIO 307 Biochemistry 1 | 4 |
- Core Requirement/General Elective | 3-4 |

**Spring Semester** *(16-17 credits)*
- FSC 375 Forensic Assays | 4 |
- CJS 352 Scientific & Expert Opinion Evidence | 3 |
- Core Requirement/General Elective | 3 |
- Core Requirement/General Elective | 3 |
- Core Requirement/General Elective | 3-4 |

**Chemistry Track**

**Year 1**

**Fall Semester** *(15 credits)*
- FSC 190 Introduction to Forensic Science | 3 |
- CHM 190 General Chemistry 1 | 4 |
- BIO 190 Principles of Biology 1 | 4 |
- ENG 105 | 4 |
- SCI 399 Natural Sciences Colloquium | 0 |

**Spring Semester** *(14 credits)*
- CJS 252 Criminal Evidence | 3 |
- CHM 191 General Chemistry 2 | 4 |
- BIO 191 Principles of Biology 2 | 4 |
# Core Requirement

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<th>Year 2</th>
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<td>PHY 191 Fund. of Physics 2 4</td>
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<td>PHY 190 Fund. of Physics 1 4</td>
<td>MAT 191 Calculus 2 4</td>
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<td>MAT 190 Calculus 1 4</td>
<td>BIO 258 Genetics 4</td>
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<td>BIO 351 Cell Biology 4</td>
<td>FSC 370 Contemporary and Descriptive Topics in Forensic Science 3</td>
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<td>CHM 401 Physical Chemistry 1 OR BIO 307 Biochemistry 1 OR CHM 401 Physical Chemistry 1 4</td>
<td>CHM 301 Instrument Analysis 4</td>
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<td>Core Requirement/General Elective 3-4</td>
<td>BIO 307 Biochemistry 1 OR CHM 401 Physical Chemistry 1 4</td>
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<th>Year 4</th>
<th>Fall Semester (14-15 credits)</th>
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<td></td>
<td>FSC 375 Forensic Assays 4</td>
<td>CJS 352 Scientific &amp; Expert Opinion Evidence 3</td>
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<td>CHM 402 Physical Chemistry 2 or Core Requirement 3-4</td>
<td>CHM 402 Physical Chemistry 2 or Core Requirement 3-4</td>
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<td>Core Requirement/General Elective 3</td>
<td>Core Requirement/General Elective 3</td>
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</table>

### Career Opportunities and Graduate Study:

Careers: this dynamic four-year program leads to a bachelor of science degree and trains students for positions in crime and forensic laboratories, law enforcement agencies, private industry and medical examiners' offices, as well as laying the foundation for many other criminal justice careers.

### Find Out More:

- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
History – BA

Program Overview:
The major in History is designed to provide a liberal, career-oriented education for students seeking employment in government, foreign service, museums, business, industry, and teaching; to prepare students for law school; and to prepare students of demonstrated competence for graduate study in History or Political Science.

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

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

Program Contacts:
Dr. Ryane McAuliffe Straus
Chair, History & Political Science Department

Email: strausr@mail.strose.edu

Program Webpage: https://www.strose.edu/history-and-political-science/

Program Requirements:
Major in History (45 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 100</td>
<td>Intro:History &amp; Politics</td>
<td>1</td>
</tr>
<tr>
<td>HIS 213</td>
<td>Fndtns of Europe:Antiq-Mid Age</td>
<td>4</td>
</tr>
<tr>
<td>HIS 214</td>
<td>Modern Europe</td>
<td>4</td>
</tr>
<tr>
<td>HIS 226</td>
<td>US History to 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS 227</td>
<td>US History since 1865</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Two 200-level History courses</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Four upper-division History Courses</td>
<td>16</td>
</tr>
<tr>
<td>HIS 498</td>
<td>Capstone Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper Division Requirements: A total of 4 upper-division (300- or 400-level) history courses must be taken in two out of the following five geographic areas: Africa, Asia/Middle East, Europe, Latin America, and the United States (16 credits).

Additionally, students must complete the Capstone Seminar (4 credits).

Independent Study Policy:
Independent studies provide intensive advanced opportunities for motivated students to deepen their exploration of a topic that they’ve already demonstrated interest and mastery over based upon successful completion of an introductory course.

Independent studies, moreover, are designed to offer exposure to intellectual work that does not fall within the required curriculum and is not offered in the regular course rotation. Independent studies cannot be used as a substitute for academic requirements in the major or concentration.

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

Culminating Academic Experiences:
Required Course:

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<tbody>
<tr>
<td>HIS 498</td>
<td>Capstone Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

The Capstone Seminar topic changes each semester.

Suggested 4 Year Course Plan:
This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.
First Year

Fall
HIS 100 Intro to Methods - 1 cr.
HIS 226 US to 1865 (C9) - 4 cr.
HIS XXX 100 or 200 course (HIS 215 rec) – 4 cr.
ENG 105 Composition (C1) – 4 cr.
PHI or RLS (C4) – 3 cr.

16 cr.

Spring
HIS 227 US since 1865 – 4
HIS XXX 100/200 course (HIS 260 Tr-Atl rec) – 4
POS (C8) (POS 112 or POS 142 rec.) 4
Math (C6) – 3

15 cr.

Sophomore Year

Fall
HIS 213 Foundations of Europe – 4
HIS 2XX elective – 4
Literature (C2) – 4
Language (C3) – 3

15 cr.

Spring
HIS 214 Modern Europe – 4
HIS 3XX (US rec) – 4
CSC (C7) – 3
Lab Science (C5) – 4

15 cr.

Junior Year

Fall
HIS 3XX - 4
ECO or SOC or PSY (C8) – 3
HIS XXX elective – 4
Any dis. elective – 3-4

14-15 cr.

Spring
HIS 3XX – 4
HIS or POS elective – 4
Any dis. electives – 4-8
HIS 499 (opt ind-st) 1-5

13-17 cr.

Senior Year

Fall
HIS 3XX – 4
HIS or POS elective – 4
Any dis. electives – 4-8
HIS 499 (opt ind-st) 1-5

13-17 cr.

Career Opportunities and Graduate Studies:
The major in History is designed to provide a liberal, career-oriented education for students seeking employment in government, foreign service, museums, business, industry, and teaching; to prepare students for law school; and to prepare students of demonstrated competence for graduate study in History or Political Science.

Find Out More:
• Mission and History
• Academic Policies
• Academic Integrity
• Academic Scholarship
• Faculty Directory
• Library
• Technology
• Career Center
• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics

History and Political Science – BA

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

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

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

Program Contacts:
Dr. Ryane McAuliffe Straus
Chair, History & Political Science Department

Email: strausr@mail.strose.edu

Program Webpage: https://www.strose.edu/history-and-political-science/

Program Requirements:
Major in History and Political Science (45 credits)

Core:

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<tr>
<td>POS 112</td>
<td>Critical Analysis US Politics</td>
<td>4</td>
</tr>
<tr>
<td>POS 142</td>
<td>Political Ideologies</td>
<td>4</td>
</tr>
<tr>
<td>POS 171</td>
<td>International Relations</td>
<td>4</td>
</tr>
<tr>
<td>or POS 173</td>
<td>Comparative Politics</td>
<td>4</td>
</tr>
<tr>
<td>HIS 226</td>
<td>US History to 1865</td>
<td>4</td>
</tr>
<tr>
<td>or HIS 260</td>
<td>Africans in Transatlantic World</td>
<td>4</td>
</tr>
<tr>
<td>HIS 227</td>
<td>US History since 1865</td>
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HIS 499 or POS 498

A 300-level History or Political Science course is a prerequisite for HIS 498 or POS 498.

Upper Division Courses (20 credits):

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Three upper-division History courses</td>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
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Independent Study Policy:

Independent studies provide intensive advanced opportunities for motivated students to deepen their exploration of a topic that they’ve already demonstrated interest and mastery over based upon successful completion of an introductory course.

Independent studies, moreover, are designed to offer exposure to intellectual work that does not fall within the required curriculum and is not offered in the regular course rotation. Independent studies cannot be used as a substitute for academic requirements in the major or concentration.

Internship/Field Experiences/Service:

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

Culminating Academic Experiences:

Required Course:

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The Capstone Seminar topic changes each semester.

Suggested 4 Year Course Plan:

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of
120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

First Year

Fall
HIS/POS 100 Intro to Methods - 1 cr.
POS 112 US Politics (fulfills C8) - 4 cr
HIS 226 OR 260 – 4 cr.
ENG 105 Composition (C1) – 4 cr.
PHI or RLS (C4) – 3 cr.
______________________
16 cr.

Spring
POS 142 Pol Ideologies – 4
POS 173 Comp Politics – 4
HIS 227 US Since 1865 (C9) 4
Math (C6) – 3
_________________________________
15 cr

Sophomore Year

Fall
POS 171 OR 173 – 4
Elective or minor course – 3-4
Literature (C2) – 4
Language (C3) – 3
________________________________
14-15 cr.

Spring
HIS/POS 3XX – 4
Elective or minor course – 3-4
CSC (C7) – 3
Lab Science (C5) – 4
________________________________
14-15 cr.

Junior Year

Fall
HIS 3XX – 4
POS 3XX-4
ECO or SOC or PSY (C8) – 3
Elective or minor course – 3-4
14-15 cr.

Spring
HIS 3XX – 4

Career Opportunities and Graduate Study:
The degree programs in History, Political Science, and History/Political Science are designed to provide a liberal, career-oriented education for students seeking employment in government, foreign service, museums, business, industry, and teaching; to prepare students for law school; and to prepare students of demonstrated competence for graduate study in History or Political Science.

Find Out More:
• Mission and History
• Academic Policies
• Academic Integrity
• Academic Scholarship
• Faculty Directory
• Library
• Technology
• Career Center
• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
Inclusive Early Childhood Education (Birth–Grade 2) - BS

Program Contacts:
Dr. Frances Ihle
Co-Chair, Literacy & Special Education Department
Email: ihlef@strose.edu
Teacher Education Department
Email: filhans@strose.edu

Program Requirements:
Admission into the College does not ensure good standing in the program in Inclusive Early Childhood Education, nor does good standing in the Inclusive Early Childhood Education program ensure admission to student teaching. In order to maintain good standing through all stages of the Inclusive Early Childhood Education program, students are required to maintain the following academic standards: 2.5 cumulative index, 2.75 index in the education sequence, 2.25 index in the academic concentration and a minimum grade of C+ in each course of the major. Students are allowed to repeat courses in the major only one time. More than two repeated courses by a student will result in the student's dismissal from the major. Students must apply for student teaching in accordance with program guidelines which includes satisfactory completion of all major courses and completion of most concentration courses.

In order to be eligible for initial teacher certification in New York State, students must pass required New York State Teacher Certification Examinations. The School of Education offers preparation workshops for these exams. Information about test dates, sample questions, and scoring are available online at www.nystce.nesinc.com.

Major Courses Sequence:

Year 1
IEC 100  Intro Inclusive Early Child Prog  0
IEC 146  Yng Cldrn w/Disabl Inclu Sch  3
IEC 230  Found Early Child Education  3
IEC 231  Infant, Toddler, Pre-Sch Devel  3
IEC 253  Inclus Curr Design Pre K-Gr 2  3
IEC 328  Partnerships w/ Families  3
IEC 350  Develop Assess young Children  3
IEC 360  Lang &Literacy Instruc Age 4-8  3
IEC 385  Meth Inclus ECE Kind-Gr 2  3
IEC 490  Capstone Portfolio  2
IEC 491  Early Child Student Tch Seminar  2
IEC 492  Early Chldhd Student Tchg K-2  5
CSD 235  Lang & Literacy Dev/Disorders  3
EPY 245  Early Childhood Development  3
EPY 350  Educational Psychology  3
EDU 102  Violence Prevention  0
EDU 103  Child Abuse Prevention  0
EDU 111  Dignity for All Students  0
SED 340  C&I: Inten Sup Needs Inf/Tod  4
SED 366  Support Soc Compet w/Yng Cld  3
SED 494  Stud Tchg ECE/SpEd Bir-Pre Sch  5
SED 495  Stud Tchg Seminar ECE/SpEd  2

Year 2
 IE 253
 CSD 235
 EPY 245

Year 3
IEC 253
IEC 350
EPY 350
SED 340
SED 366

Year 4
IEC 360
IEC 385
IEC 492
IEC 491
IEC 328
IEC 490
SED 494
SED 495

Major in Inclusive Early Childhood Education (55 credits)

Biology Concentration (30 credits)

BIO 190  Principles of Biology 1  3
BIO 190L  Principles of Biology 1 Lab  1
BIO 191  Principles of Biology 2  3
BIO 191L  Principles of Biology 2 Lab  1
BIO 210  Anatomy and Physiology  3

Academic Concentrations for Inclusive Early Childhood Education Majors (Birth-Grade 2)

All Inclusive Early Childhood Education students must fulfill the College's Core requirements and must fulfill the requirements for an academic concentration to comply with New York State teacher certification regulations. The purpose of the academic concentration in a liberal arts or sciences discipline or an interdisciplinary field is to provide a focused depth and breadth of preparation and study, beyond the broad general education requirement, that will enable the Inclusive Early Childhood Education major to develop a degree of expertise in a chosen discipline or interdisciplinary field.

Inclusive Early Childhood Education majors are required to complete an academic concentration of 30-33 credits in one of the following disciplines: Biology, Computing and Logic, English Language Arts, General Science, Mathematics, Social Studies or Spanish. The requirements of the academic concentrations are listed below.

Biology Concentration (30 credits)
Required Courses:

- Knowledge of a computer-based toolset to use in the classroom.
- Concentration in Computing and Logic goes far beyond providing conceptualization, problem-solving and abstract thinking. This concentration supports the STEM coalition efforts to improve the way our students learn science, mathematics, technology and engineering.

Computing and Logic Concentration (33-35 Credits)

Studying fundamental computer science lays the groundwork for a career of applied computational thinking applicable to any field. Computer science emphasizes algebra and mathematical reasoning, hence strengthening the overall preparation of a future teacher. A concentration in Computing and Logic goes far beyond providing knowledge of a computer-based toolset to use in the classroom.

Students in this concentration will become better equipped in engineering.

Computer Science Courses (20-22 Credits)

Required Courses:

- CSC 104: Education Computing 3
- CSC 115: Fundamental Computer Security 3
- CSC 202: Intro to Programming 4
- CSC 252: Problem Solving w/JAVA 4

Choose Two 300-level Courses (6-8 Credits):

- CSC 302: Data Structures 4
- CSC 317: Digital Forensics 3
- CSC 318: Applications for Cybersecurity 3
- CSC 321: Database Mgmt Systems 4
- CSC 325: Practical Cybersecurity 3
- CSC 332: Microcomp Arch & Prog 3
- CSC 338: System Administration 3
- CSC 342: Artificial Intelligence 3
- CSC 344: Computer Networks 3
- CSC 345: Operating Systems Fundamentals 3
- CSC 352: Adv Python Programming 3
- CSC 355: Internet Program I 3
- CSC 370: Theory of Computation 3
- CSC 375: App Development 3
- CSC 380: Topics 3
- CSC 381: Programming UNIX with C 3
- CSC 382: Programming in C++ 3
- CSC 383: Programming in Python 2
- CSC 385: Competitive Programming 3
- CSC 395: Discrete Mathematics II 3

Mathematics Courses (13 Credits)

Students who transfer in MAT 185 or MAT 190 or who score 36 on the math placement test are not required to take MAT 180 and may substitute the higher-level MAT course with advisor approval. In these cases, the higher-level MAT course satisfies the MAT 180 prerequisite for upper level courses.

Required Courses:

- MAT 180: College Algebra 3
- MAT 184: Elementary Statistics 4
- MAT 181: College Algebra II 4

or

- MAT 185: Pre-Calculus Mathematics 3

Additional Course (choose one):

- MAT 190: Calculus 1 4
- MAT 191: Calculus 2 4
- MAT 201: Calculus 3 4
- MAT 240: Linear Algebra 3
- MAT 295: Discrete Math Structures 3
- MAT 300: Geometries 3
- MAT 302: Differential Equations 3
- MAT 320: Number Theory 3
- MAT 350: Abstract Algebra 3
- MAT 372: Introduction to Probability 3
- MAT 380: Special Topics 3
- MAT 395: Discrete Mathematics II 3

English Language Arts Concentration (33 credits)

English Language Arts concentrators may not transfer in courses to fulfill their ELA requirements after they have matriculated at the College of Saint Rose.

Required Courses:

- ENG 105: Expos Wrtg, Spkng, Rsrch Tech 4
- ENG 114: Intro Lit Genres/Traditions 4

One 200-level early literature course:

- ENG 223: Sympathy & Early Amer Novel 4
- ENG 226: Women & Wrtg (Early Periods) 4
- ENG 230: Early British Literature 4
- ENG 244: Early World Literature 4
- ENG 260: Earlier Shakespeare 4
- ENG 261: Later Shakespeare 4
- ENG 271: Crime&Punish in Poe's America 4

One 200-level later literature course:

- ENG 216: Black Literatures 4
- ENG 217: Crime Fiction 4
- ENG 221: 20th-C. US Literature 4
- ENG 227: Women & Wrtg (Later Periods) 4
- ENG 228: Contemporary Fiction 4
- ENG 229: Contemporary Poetry 4
- ENG 231: Post-1800 British Lit 4
- ENG 234: Comparative Ethnic US Lit 4
- ENG 235: Latinx Literature 4
- ENG 236: Postcolonial Literatures 4
- ENG 237: Asian American Literature 4
- ENG 238: Native American Literature 4
- ENG 245: Literary Movements 4
- ENG 248: Queer Literary Studies 4
- ENG 279: Film: Theory & Practice 4

One diverse literature course:

- ENG 126: Diverse Voices in Literature 4
- ENG 216: Black Literatures 4
- ENG 226: Women & Wrtg (Early Periods) 4
- ENG 227: Women & Wrtg (Later Periods) 4
- ENG 234: Comparative Ethnic US Lit 4
- ENG 235: Latinx Literature 4
Required Courses:

Mathematics Concentration (30-32 credits)

- MAT 180 College Algebra I 4
- MAT 181 College Algebra II 4
- MAT 184 Elementary Statistics 4
- MAT 185 Pre-Calculus Mathematics 3
- MAT 190 Calculus 1 4
- MAT 191 Calculus 2 4
- CSC 202 Intro to Programming 4

Depth of Study (9-11 credits)

- Choose two courses from the following:
  - MAT 201 Calculus 3 4
  - MAT 240 Linear Algebra 3
  - MAT 295 Discrete Math Structures 3
  - MAT 300 Geometries 3
  - MAT 302 Differential Equations 3
  - MAT 320 Number Theory 3
  - MAT 350 Abstract Algebra 3
  - MAT 372 Introduction to Probability 3
  - MAT 380 Special Topics 3
  - MAT 395 Discrete Mathematics II 3
  - MAT 480 Topics in Mathematics 1 to 4

Social Studies Concentration (32 credits)

- Social Studies concentrators may not transfer in core courses after they have matriculated at The College of St. Rose; six out of eight of the content courses in the concentration must be completed at Saint Rose.

Core Courses:

- POS 112 Critical Analysis US Politics 4
- POS 142 Political Ideologies 4
- HIS 204 Social Studies Economics 4
- HIS 215 New York State, 1600-1945 4
  - HIS 227 US History since 1865 4
  - HIS 226 US History to 1865 4
  - HIS 300 World Historical & Political Geog 4

Students must pass HIS 215 or HIS 227 in their first year with a C grade or better. HIS 215 may only be repeated once and serves as a prerequisite for HIS 204.

Additional Coursework:

- Choose one additional 100- or 200-level POS course (4 credits)

Spanish Concentration (30 credits)

Required Courses:

- SPA 203 Memory and Culture 3
- SPA 204 Discovery and Culture 3
- SPA 216 Spanish Conversation 3
- SPA 300 Spanish Written Expression 3
- SPA 301 Reading for Comprehension 3
- SPA 325 Advanced Conversation 3
- SPA 414 Applied Linguistics 3

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

If SPA 203, SPA 204, and SPA 216 are waived, the student needs to replace each of them with 3 hours of upper-level elective courses.

One additional course chosen from:

- SPA 305 Survey Spanish Literature 1 3

Additional Courses:

- English Literature
  - ENG 218 Oral Interpretation of Literature 4
  - ENG 219 Poetry in Performance 4

- Film and Media
  - ENG 246 Imaginative Writing/Practic. Pedag 2
  - ENG 247 Nonfiction Writing/Practic. Pedag 2
  - ENG 279 Film: Theory & Practice 4

- Communication
  - COM 206 Conflict Management 3
  - COM 240 Interpersonal Communication 3
  - COM 241 Gender and Communication 3

- Additional Coursework

General Science Concentration (30 credits)

- BIO 112 Environmental Science 4
- BIO 190 Principles of Biology 1 3
- BIO 190L Principles of Biology 1 Lab 1
- BIOL 1 Principles of Biology 2 3
- BIO 191L Principles of Biology 2 Lab 1
- CHM 190 Gen Chemistry 1 3
- CHM 190L Gen Chemistry 1 Lab 1
- CHM 191 Gen Chemistry 2 3
- CHM 191L Gen Chemistry 2 Lab 1
- PHY 190 Fundamentals of Physics 1 3
- PHY 190L Fundamentals of Physics 1 Lab 1
- SCI 200 One laboratory science course at the 200-level or higher 4
- SCI 350 Science in Modern Society 2
SPA 306  Survey Spanish Literature 2  3
SPA 307  Survey Spanish-American Lit  3

Two Spanish 300-400 level elective courses (6 credits)

Internship/Field Experiences/Service:
As part of the unique blocking of courses, time is spent in early childhood settings and classrooms. Teacher candidates may be required to complete a field-based assignment that integrates concepts across multiple courses. These field experiences begin in the freshman year and become increasingly more sophisticated as candidates progress into the junior and senior year.

Culminating Academic Experiences:
Most of the senior year, across two semesters, is spent in general and special education settings. Candidates start each semester engaged in compressed course design and field observation in a setting where they also conduct their student teaching. After an intense observation period, candidates seamlessly integrate into their culminating student teaching experience. Accompanying this experience is the presentation of a e-portfolio of work completed throughout the program.

Suggested 4 Year Course Plan:
This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

Year 1:
Fall (17 credits)
IEC 100 – 0 credit
ENG 105 (C1) – 4 credits
Core course (C6 #1) – 3 credits
Core course (C7) – 3 credits
Core course (C8 #1) – 3 credits
Core course (C2) – 4 credits
Core course (C8 #1) – 3 credits

Spring (16-17 credits)
IEC 230 – 3 credits
IEC 146 – 3 credits
Core course (C3) – 3 credits
Core course (C5 #1) – 4 credits
Core (C4) or Concentration course -- 3-4 credits

Year 2:
Fall (16-18 credits)
EPY 245 – 3 credits
Core course (C8 #2) – 3 credits
Core course (C5 #2) – 4 credits
Concentration course – 3-4 credits
Concentration course – 3-4 credits

Spring (15-17 credits)
CSD 235 – 3 credits
IEC 231 – 3 credits
EDU 111 – 0 credit
Core course (C6 #2) – 3 credits
Concentration course – 3-4 credits
Concentration course – 3-4 credits

Year 3:
Fall (15-17 credits)
IEC 253 – 3 credits
IEC 350 – 3 credits
EDU 102 – 0 credit
EPY 350 – 3 credits
Core course (C6 #2) – 3 credits
Concentration course – 3-4 credits
Concentration course 3-4 credits

Spring (16-18 credits)
SED 340  – 4 credits
SED 366  – 3 credits
EDU 103  – 0 credit
Core (C9) – 3 credits
Concentration course – 3-4 credits
Concentration course – 3-4 credits

Year 4:
Fall (13 credits)
IEC 360 – 3 credits
IEC 385 – 3 credits
IEC 492 – 5 credits
IEC 491 – 2 credits

Spring (12 credits)
IEC 328 – 3 credits
SED 494 – 5 credits
SED 495 – 2 credits
IEC 490 – 2 credits

Career Opportunities and Graduate Study:
In order to be eligible for initial teacher certification in New York State, students must pass required New York State Teacher Certification Examinations. The School of Education offers preparation workshops for these exams. Information about test dates, sample questions, and scoring are available online at www.nystce.nesinc.com. The pass rate on New York State Teacher Certification Examinations for students at The College of Saint Rose was 97% for the 2008-2009 academic year. Within five years, teachers with initial certification must apply for professional certification, which is contingent upon earning a relevant master’s degree and obtaining teaching experience that includes mentoring.

Upon the successful completion of this program, the achievement of passing grades on examinations required by the New York State Education Department and fingerprint clearance, students are eligible for New York State initial teaching certification in both early childhood (Birth-Grade 2) and early childhood special education (Birth-Grade 2). Graduates who prefer special education have gone on to teach in early intervention settings, preschool special education, or a public school special education teaching position in inclusive or special class settings. Other graduates have opened their own nursery or preschool, coordinated community before and after school programs, or taught in Universal Pre-K or general education in grades K-2.

Find Out More:
Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/

Information Technology – Certificate

Program Overview:
Students may receive more than one certificate, but they must take at least two unique courses for each certificate that they receive. Students can transfer one course from another college into a certificate program. Students seeking a certificate must earn a minimum of 2.00 in each course. Course substitutions are allowed only with the permission of the Computer Science Department.

Program Requirements:
Certificate in Information Technology (26 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 202</td>
<td>Intro to Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSC 252</td>
<td>Problem Solving w/JAVA</td>
<td>4</td>
</tr>
<tr>
<td>CSC 321</td>
<td>Database Mgmt Systems</td>
<td>4</td>
</tr>
<tr>
<td>CSC 344</td>
<td>Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>CSC 434</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CSC electives 300-level or higher</td>
<td>8</td>
</tr>
</tbody>
</table>

CSC 202 and CSC 252 may each be taken only twice without faculty permission.

Find Out More:
• Mission and History
• Academic Policies
• Academic Integrity
• Academic Scholarship
• Faculty Directory
• Library
• Technology
• Career Center
• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics

Interdepartmental Studies – BA

Program Overview:
By definition, a major in Interdepartmental Studies combines coursework in two or more disciplines. This major provides a flexible framework that allows for the design of a variety of nontraditional programs. The degree in all cases is Bachelor of Arts in Interdepartmental Studies.

Program Contacts:
Jennifer Hankin
Director of Academic Advising
Email: hankinj@strose.edu
Program Webpage: Interdepartmental Studies, BA

Program Requirements:
Students must select at least two (2) but no more than three (3) disciplines from the list below. Requirements for each concentration
must be completed to earn the Bachelor of Arts in Interdepartmental Studies.

Students who wish to study a discipline not listed here should contact the Office of Academic Advising (advisement@strose.edu) to discuss their goals and determine a plan of study.

**Accounting and Taxation (24 credits)**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 121</td>
<td>Principles of Financial Acctg</td>
<td>3</td>
</tr>
<tr>
<td>ACC 122</td>
<td>Principles of Managerial Acctg</td>
<td>3</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Intermed Acct 1</td>
<td>3</td>
</tr>
<tr>
<td>ACC 320</td>
<td>Acct  Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACC 322</td>
<td>Intermed Acct 2</td>
<td>3</td>
</tr>
<tr>
<td>ACC 323</td>
<td>Finan Acct Theory Adv Applic</td>
<td>3</td>
</tr>
<tr>
<td>ACC 328</td>
<td>Taxation</td>
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</tr>
<tr>
<td>ACC 429</td>
<td>Corporate Taxation</td>
<td>3</td>
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</table>

ACC 429 will be considered the capstone course.

**Biology (48 credits)**

Students cannot combine the Biology Concentration with the Chemistry Concentration or General Science Concentration.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 190</td>
<td>Principles of Biology 1</td>
<td>3</td>
</tr>
<tr>
<td>BIO 190L</td>
<td>Principles of Biology 1 Lab</td>
<td>1</td>
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<td>BIO 191</td>
<td>Principles of Biology 2</td>
<td>3</td>
</tr>
<tr>
<td>BIO 191L</td>
<td>Principles of Biology 2 Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 258</td>
<td>Genetics</td>
<td>3</td>
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<tr>
<td>BIO 258L</td>
<td>Genetics Lab</td>
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<tr>
<td>BIO 350</td>
<td>General Microbiology</td>
<td>3</td>
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<tr>
<td>CHM 190</td>
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<tr>
<td>CHM 191</td>
<td>Gen Chemistry 2</td>
<td>3</td>
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<tr>
<td>CHM 191L</td>
<td>Gen Chemistry 2 Lab</td>
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<tr>
<td>CHM 201</td>
<td>Organic Chemistry 1</td>
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<td>CHM 201L</td>
<td>Organic Chemistry 1 Lab</td>
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<td>CHM 202</td>
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<td>CHM 202L</td>
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**One Animal Biology Course:**

<table>
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<tbody>
<tr>
<td>BIO 201</td>
<td>Invertebrate Zoology</td>
<td>3</td>
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<td>BIO 201L</td>
<td>Invertebrate Zoology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 210L</td>
<td>Anatomy and Physiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 234</td>
<td>Comparative Vertebrate Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 234L</td>
<td>Comp Vertebrate Anatomy Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**One Ecology Course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 240</td>
<td>Aquatic Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 241</td>
<td>Marine Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 241L</td>
<td>Marine Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 242</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 243</td>
<td>Principles of Environmental Science</td>
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**One Additional 200-level Biology Course:**

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<td>BIO 236</td>
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<td>Environmental Technology Lab</td>
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<td>BIO 243</td>
<td>Principles of Environmental Science</td>
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</table>

**One Additional 300-level Biology Course:**

<table>
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<tbody>
<tr>
<td>BIO 307</td>
<td>Biochemistry</td>
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<td>BIO 307L</td>
<td>Biochemistry Lab</td>
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<tr>
<td>BIO 340</td>
<td>Environmental Sci Capstone</td>
<td>4</td>
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<tr>
<td>BIO 351</td>
<td>Cell Biology</td>
<td>3</td>
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<tr>
<td>BIO 351L</td>
<td>Cell Biology Lab</td>
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<tr>
<td>BIO 354</td>
<td>Immunology</td>
<td>3</td>
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<td>BIO 354L</td>
<td>Immunology Laboratory</td>
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<td>BIO 360</td>
<td>Developmental Biology</td>
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<td>BIO 360L</td>
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<tr>
<td>BIO 370</td>
<td>Topics in Biology</td>
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</table>

Students must consult with their science faculty advisor when selecting from the course options listed above.

The Department of Physical and Biological Sciences highly recommends the following courses as electives: PHY 190/PHY 190L, PHY 191/PHY 191L, MAT 190, MAT 191.

**Business Administration (24 credits)**

**Required Courses:**

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<td>BUS 246</td>
<td>Organizational Behavior</td>
<td>3</td>
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<tr>
<td>BUS 253</td>
<td>Principles of Marketing</td>
<td>3</td>
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<td>BUS 301</td>
<td>Financial Management</td>
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<td>BUS 425</td>
<td>Integrated Global Business</td>
<td>3</td>
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<tr>
<td>ECO 205</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td>ECO 206</td>
<td>Principles of Microeconomics</td>
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</table>

BUS 425 will be considered the capstone course.

**Chemistry (46-48 credits)**

Students cannot combine the Chemistry Concentration with the Biology Concentration or General Science Concentration.

**Required Courses:**

<table>
<thead>
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<tr>
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</table>

**One Ecology Course:**

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**One Additional 200-level Biology Course:**

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<td>BIO 234L</td>
<td>Comp Vertebrate Anatomy Lab</td>
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<td>BIO 236</td>
<td>Environmental Technology</td>
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**One Additional 300- or 400-level Chemistry Course:**

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</tr>
</thead>
<tbody>
<tr>
<td>CHM 190</td>
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<td>CHM 191</td>
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<td>CHM 201</td>
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<tr>
<td>CHM 201L</td>
<td>Organic Chemistry 1 Lab</td>
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<td>CHM 202</td>
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<tr>
<td>CHM 202L</td>
<td>Organic Chemistry 2 Lab</td>
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</tr>
<tr>
<td>CHM 203</td>
<td>Quantitative Analysis</td>
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<td>CHM 203L</td>
<td>Quantitative Analysis Lab</td>
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</tr>
<tr>
<td>CHM 301</td>
<td>Instrumental Analysis</td>
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<td>CHM 301L</td>
<td>Instrumental Analysis Lab</td>
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<td>CHM 401</td>
<td>Physical Chemistry 1</td>
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<td>Physical Chemistry Lab 1</td>
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<td>MAT 190</td>
<td>Calculus 1</td>
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<tr>
<td>MAT 191</td>
<td>Calculus 2</td>
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<tr>
<td>PHY 190</td>
<td>Fundamentals of Physics 1</td>
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<td>PHY 191</td>
<td>Fund of Physics 2</td>
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<tr>
<td>PHY 191L</td>
<td>Fund of Physics 2 Lab</td>
<td>1</td>
</tr>
</tbody>
</table>
Students may only choose ONE Communications concentration.

Communications/Integrated Marketing Communications (29 credits)
Students may only choose ONE Communications concentration.

Required Courses:

- BUS 253 Principles of Marketing 3
- COM 205 Introduction to Advertising 3
- COM 217 Multimedia Production 4
- COM 227 Intro to Public Relations 3

Communications/Critical Media Studies (31 credits)
Students may only choose ONE Communications concentration.

Required Courses:

- COM 217 Multimedia Production 4
- COM 221 Mobile Journalism 3
- COM 298 Intro Communications Theory 4
- COM 313 Broadcast News & Copywriting 4
- COM 331 Advanced Mobile Journalism 4
- COM 340 Communications Law & Ethics 4
- COM 420 TV Journalism Practicum 4

Communications/Broadcast News & Mobile Journalism (28 credits)
Students may only choose ONE Communications concentration.

Required Courses:

- COM 217 Multimedia Production 4
- COM 221 Mobile Journalism 3
- COM 298 Intro Communications Theory 4
- COM 313 Broadcast News & Copywriting 4
- COM 331 Advanced Mobile Journalism 4
- COM 340 Communications Law & Ethics 4
- COM 420 TV Journalism Practicum 4

Communications/Media Arts & Production (28 credits)
Students may only choose ONE Communications concentration.

Required Courses:

- COM 217 Multimedia Production 4
- COM 298 Intro Communications Theory 4
- COM 207 Film Arts and History 4
- or
- COM 222 Film Genre 4
- or
- COM 317 Documentary Hist & Prod 4
- COM 316 Visual Narrative 4
- COM 319 TV Studio Production 4
- COM 340 Communications Law & Ethics 4
- COM 417 Adv Media Production 4

Computer Science (25 credits)

Required Courses:

- CSC 202 Intro to Programming 4
- CSC 252 Problem Solving w/JAVA 4
- CSC 295 Discrete Mathematics 3
- CSC 302 Data Structures 4
- CSC 321 Database Mgmt Systems 4
- CSC 434 Software Engineering 3
- CSC 434 would be the capstone course.

Select One 300-level or above CSC Elective

Cybersecurity (24 credits)

Required Courses:

- CSC 202 Intro to Programming 4
- CSC 317 Digital Forensics 3
- CSC 318 Applications for Cybersecurity 3
- or
- CSC 325 Practical Cybersecurity 3
- CSC 321 Database Mgmt Systems 4
- CSC 344 Computer Networks 3
- CJS 440 Cyber Law & Crim Investigation 4

Select One Course From:

- BUS 246 Organizational Behavior 3
- BUS 362 Human Resource Management 3
- PSY 111 Foundations of Psychology 2 3
- PSY 376 Industrial/Organizational Pay 3

Creative Writing (28 credits)

Required Courses:

- ENG 112 Intro to Literary Studies 4
- or
- ENG 114 Intro Lit Genres/Traditions 4

Select One 200-level Creative Writing Course:

- ENG 206 Creative Writing 4
- ENG 252 Writing for Digital Media 4
- ENG 253 Intro to Digital Publishing 4
- ENG 254 Online Lit Jnl Edit & Pub 4
- ENG 255 Writing Digital Media Criticism 4
Select Two 200-level Literature Courses:

ENG 216  Black Literatures  4
ENG 217  Crime Fiction  4
ENG 221  20th-C. US Literature  4
ENG 223  Sympathy & Early Amer Novel  4
ENG 226  Women & Wrtg (Early Periods)  4
ENG 227  Women & Wrtg (Later Periods)  4
ENG 228  Contemporary Fiction  4
ENG 229  Contemporary Poetry  4
ENG 230  Early British Literature  4
ENG 231  Post-1800 British Literature  4
ENG 234  Comparative Ethnic US Lit  4
ENG 235  Latinx Literature  4
ENG 236  Postcolonial Literatures  4
ENG 237  Asian American Literature  4
ENG 238  Native American Literature  4
ENG 240  Children and Literature  4
ENG 244  Early World Literature  4
ENG 245  Literary Movements  4
ENG 248  Queer Literary Studies  4
ENG 260  Earlier Shakespeare  4
ENG 261  Later Shakespeare  4
ENG 271  Crime&Punish in Poe's America  4
ENG 279  Film: Theory & Practice  4

Select One 300-level Literature Course:

ENG 320  Studies 19th-C. US Literature  4
ENG 322  Studies in Modernisms  4
ENG 323  Studies 20th-C. US Literature  4
ENG 328  Interdisciplinary Connections  4
ENG 335  Studies in Renaissance Lit  4
ENG 336  Studies in Black Literatures  4
ENG 340  Studies in the Novel  4
ENG 342  Studies in Medieval Literature  4
ENG 344  Restor/18th C. British Lit  4
ENG 346  Shakespeare on Film  4
ENG 350  Romanticism/Early 19th-C BritLit  4
ENG 355  Victorian Literature & Culture  4
ENG 370  Literature and Empire  4
ENG 371  Studies in Women's Literature  4
ENG 372  Studies in Diverse Literatures  4
ENG 373  Studies in Contemporary Narrative  4
ENG 375  Studies in Digital Media  4
ENG 377  Literary and Cultural Studies  4
ENG 379  Studies in Film  4
ENG 381  Periodical Studies  4

Select Two 300-level Creative Writing Course:

ENG 311  Wrtg Creative Nonfiction  4
ENG 312  Writing Poetry  4
ENG 313  Writing Fiction  4
ENG 314  Script Writing  4
ENG 317  Advanced Prose Writing  4

The 300-level creative writing will serve as the capstone course.

Please note that ENG 105 is a pre-requisite for any 200-level writing course. ENG 112 or ENG 114 and two 200-level literature courses is a pre-requisite for ENG 330 or 300-level literature. ENG 105 and a 200-level writing or permission from the instructor with a writing sample is the pre-requisite for a 300-level writing course.

Disability Studies (22 credits)

Required Courses:

ENG 244  Early World Literature  4
ENG 245  Literary Movements  4
ENG 248  Queer Literary Studies  4
ENG 260  Earlier Shakespeare  4
ENG 261  Later Shakespeare  4
ENG 271  Crime & Punish in Poe’s America  4
ENG 279  Film: Theory & Practice  4

Select Two 300-level Literature Courses:
ENG 320  Studies 19th-C. US Literature  4
ENG 322  Studies in Modernisms  4
ENG 323  Studies 20th-C. US Literature  4
ENG 328  Interdisciplinary Connections  4
ENG 330  Critical Theory  4
ENG 335  Studies in Renaissance Lit  4
ENG 336  Studies in Black Literatures  4
ENG 340  Studies in the Novel  4
ENG 342  Studies in Medieval Literature  4
ENG 344  Restor/18th C. British Lit  4
ENG 346  Shakespeare on Film  4
ENG 350  Romanicism/Early 19th C Brit Lit  4
ENG 355  Victorian Literature & Culture  4
ENG 370  Literature and Empire  4
ENG 371  Studies in Women’s Literature  4
ENG 372  Studies in Diverse Literatures  4
ENG 373  Studies in Contemporary Narrative  4
ENG 375  Studies in Digital Media  4
ENG 377  Literary and Cultural Studies  4
ENG 379  Studies in Film  4
ENG 381  Periodical Studies  4

Select One 300-level Creative Writing Course:
ENG 311  Wrtg Creative Nonfiction  4
ENG 312  Writing Poetry  4
ENG 313  Writing Fiction  4
ENG 314  Script Writing  4
ENG 317  Advanced Prose Writing  4

The 300-level literature will serve as the capstone course.

Please note that ENG 105 is a pre-requisite for any 200-level writing course. ENG 112 or ENG 114 and two 200-level literature courses is a pre-requisite for ENG 330 or 300-level literature. ENG 105 and a 200-level writing or permission from the instructor with a writing sample is the pre-requisite for a 300-level writing course.

Finance (27 credits)
Students will have a chance to participate in the annual Student Investment Competition while completing this concentration.

Required Courses:
ACC 121  Principles of Financial Acctg  3
ACC 122  Principles of Managerial Acctg  3
BUS 301  Financial Management  3
BUS 369  Managerial Finance  3
BUS 485  Financial Modeling in Excel  3
BUS 486  Investment I  3
BUS 487  Global Topics in Finance  3
BUS 488  Investment II  3
BUS 492  Field Study: Portfolio Mgmt  3
BUS 492 will be considered the capstone course.

General Science (48 credits)

Students cannot combine the General Science Concentration with the Biology Concentration or Chemistry Concentration.

Required Courses:
BIO 190  Principles of Biology  1
BIO 190L  Principles of Biology 1 Lab  1
BIO 191  Principles of Biology 2  3
BIO 191L  Principles of Biology 2 Lab  1
CHM 190  Gen Chemistry  1
CHM 190L  Gen Chemistry 1 Lab  1
CHM 191  Gen Chemistry 2  3
CHM 191L  Gen Chemistry 2 Lab  1
CHM 201  Organic Chemistry 1  3
CHM 201L  Organic Chemistry 1 Lab  1
PHY 190  Fundamentals of Physics  3
PHY 190L  Fundamentals of Physics 1 Lab  1
PHY 191  Fund of Physics 2  3
PHY 191L  Fund of Physics 2 Lab  1

Two Math Courses:
MAT 184  Elementary Statistics  4
MAT 190  Calculus 1  4
MAT 191  Calculus 2  4

Two Additional 200-level Lab Science Courses:
BIO 201  Invertebrate Zoology  3
BIO 201L  Invertebrate Zoology Lab  1
BIO 210  Anatomy and Physiology  3
BIO 210L  Anatomy and Physiology Lab  1
BIO 234  Comparative Vertebrate Biology  3
BIO 234L  Comp Vertebrate Anatomy Lab  1
BIO 236  Environmental Technology  3
BIO 236L  Environmental Technology Lab  1
BIO 240  Aquatic Ecology  4
BIO 241  Marine Ecology  3
BIO 241L  Marine Ecology Lab  1
BIO 242  Ecology  4
BIO 243  Principles of Environmental Science  4
BIO 258  Genetics  3
BIO 258L  Genetics Lab  1
CHM 202  Organic Chemistry 2  3
CHM 202L  Organic Chemistry 2 Lab  1
CHM 203  Quantitative Analysis  3
CHM 203L  Quantitative Analysis Lab  1

Two Additional 300- or 400-level Lab Science Courses:
BIO 307  Biochemistry  3
BIO 307L  Biochemistry Lab  1
BIO 340  Environmental Sci Capstone  4
BIO 350  General Microbiology  3
BIO 350L  General Microbiology Lab  1
BIO 351  Cell Biology  3
BIO 351L  Cell Biology Lab  1
BIO 354  Immunology  3
BIO 354L  Immunology Laboratory  1
BIO 360  Developmental Biology  3
BIO 360L  Developmental Biology Lab  1
BIO 370  Topics in Biology  1 to 4
CHM 301  Instrumental Analysis  3
CHM 301L  Instrumental Analysis Lab  1
CHM 401  Physical Chemistry 1  3
CHM 401L  Physical Chemistry Lab  1
CHM 402  Physical Chemistry 2  3
CHM 402L  Physical Chemistry Lab  2 1

Students must consult with their science faculty advisor when selecting from the course options listed above.
History (29 credits)
The courses taken for this concentration must cover at least two different geographic regions (US; Latin America; Asia; Africa; Europe).

Student must complete a Capstone course in either History or a second discipline. Students must complete at least 24 credits at the 300- or 400-level between their concentrations. A student who takes a HIS capstone (HIS 498) can use that in place of one of their 300-level courses.

Required Courses:
HIS 100 Intro:History & Politics 1

Select Four 200-level History Courses (16 credits)
Select Two 300-level History Courses (8 credits)
Select Three 300-level History Courses (12 credits)
Leadership and Management (21 credits)
Required Courses:
BUS 246 Organizational Behavior 3
BUS 310 Business Ethics 3
BUS 349 Leadership & Organiz Chg 3
BUS 350 Managing Effective Teams 3
BUS 362 Human Resource Management 3
BUS 364 Organizational Staffing 3
BUS 425 Integrated Global Business 3
BUS 425 will be considered the capstone course.

Management and Marketing (24 credits)
Required Courses:
BUS 246 Organizational Behavior 3
BUS 253 Principles of Marketing 3
BUS 312 Marketing Research 3
BUS 349 Leadership & Organiz Chg 3
BUS 350 Managing Effective Teams 3
BUS 353 Marketing Management 3
BUS 362 Human Resource Management 3
BUS 370 Consumer Behavior 3
BUS 353 will be considered the capstone course.

Marketing and Sales (22-24 credits)
Students completing this concentration must take the required courses as listed and then select Option 1 or 2.

Required Courses:
BUS 253 Principles of Marketing 3
BUS 312 Marketing Research 3
BUS 353 Marketing Management 3
BUS 370 Consumer Behavior 3
BUS 373 Sales Management 3
BUS 374 Personal Selling & Negotiation 3

Choose Two Marketing Electives (Option 1):
BUS 308 Practicum in Mktg & Sales 1
BUS 313 Data Analysis for Sales & Mark 3
BUS 319 Sales Technology 3
BUS 375 Personal Selling & Sales Mangmt 3
BUS 376 Advertising & Promo Mangmt 3
BUS 377 Business to Business Marketing 3
BUS 422 Sport Marketing 3
BUS 424 Services Marketing 3

OR Complete an Internship (Option 2):
BUS 293 Prof Develop Program 1
BUS 494 Internship 3

Mathematics (24 credits)
Required Courses:
MAT 190 Calculus 1 4
MAT 191 Calculus 2 4
MAT 201 Calculus 3 4
MAT 240 Linear Algebra 3
MAT 302 Differential Equations 3

Select Two 200-level or higher Math Courses:
MAT 295 Discrete Math Structures 3
MAT 300 Geometries 3
MAT 320 Number Theory 3
MAT 350 Abstract Algebra 3
MAT 372 Introduction to Probability 3
MAT 380 Special Topics 3
MAT 395 Discrete Mathematics II 3
MAT 480 Topics in Mathematics 1 to 4
MAT 499 Independent Study 1 to 6

Political Science (29 credits)
The courses taken for this concentration must cover at least two different subfields (American Politics; Political Theory; International Relations; Comparative Politics).

Student must complete a Capstone course in either Political Science or a second discipline. Students must complete at least 24 credits at the 300- or 400-level between their concentrations. A student who takes a POS capstone (POS 498) can use that in place of one of their 300-level courses.

Required Courses:
POS 100 Intro:History & Politics 1

Select Two 100-level Political Science Courses (8 credits)
Select One 200-level Political Science Course (4 credits)
Select One Additional 100- or 200-level Political Science Course (4 credits)
Select Three 300-level Political Science Courses (12 credits)

Public Health (23 credits)
Required Courses:
BIO 127 Human Biology 3
BIO 127L Human Biology Lab 1
MAT 184 Elementary Statistics 4
or
SOC 288 Social Statistics 4
PBH 111 Intro to Public Health 3
PBH 272 Medical Sociology 3
PBH 370 Global Health 3
PHI 381 Medical Ethics 3
PSY 352 Health Psychology 3

Suggested Courses:
BIO 210 Anatomy and Physiology 3
BIO 210L Anatomy and Physiology Lab 1
SWK 489 Understand Policy 3

Social Work (21 credits)
Students with a GPA of 2.50 or higher could also opt for Junior Field (SWK 378) instead of a SWK elective but they would have to
obtain instructor approval. SWK 451 or SWK 489 would be considered a capstone course.

Required Courses:
- SWK 114 Intro to SWK: Self-Aware & Soc R 3
- SWK 213 Soc Chg & Soc Ser 3
- SWK 215 Hum Behv Soc Envi 3
- SWK 375 Diversity Workshop 3
- SWK 379 Soc Wrk Pract III 3
- SWK 451 Social Work Research Methods 3
- or
- SWK 489 Understand Policy 3
- or
- SWK Elective 3

Sociology (22-25 credits)

Required Courses:
- SOC 111 Intro to Sociology 3
- SOC 288 Social Statistics 4
- SOC 360 Power, Privilege & Inequality 3
- Sociology Electives (any course not taken in core) 3 - 6

Choose one of the following courses:
- SOC 213 Soc Chg & Soc Svc 3
- SOC 214 Deviance And Control 3
- SOC 223 Creating Social Justice 3

Choose one of the following courses:
- SOC 260 Inst'l Racism & Ethnic Oppr 3
- SOC 262 Sociology Of Sex & Gender 3

Choose one of the following courses:
- SOC 252 Family 3
- SOC 272 Medical Sociology 3

Spanish (21 credits)

For students pursuing an Interdepartmental Studies Major composed of THREE academic areas, including one in Spanish.

Required Courses:
- SPA 203 Memory and Culture 3
- SPA 204 Discovery and Culture 3
- SPA 216 Spanish Conversation 3
- SPA 300 Spanish Written Expression 3
- SPA 301 Reading for Comprehension 3
- SPA 325 Advanced Conversation 3

*Students with advanced Spanish skills may be allowed to skip SPA 203, SPA 204, and SPA 216. These credits will be replaced with courses at the 300/400 level.

Select One 300- or 400-level Advanced Spanish Elective

Sport Management (21 credits)

Required Courses:
- BUS 247 Intro to Sport Management 3
- BUS 300 Spec Topics:Sport Management 3
- BUS 314 Sport Facility & Evnt Mngmt 3
- BUS 422 Sport Marketing 3
- BUS 314 will be considered the capstone course.

Choose Three Elective Courses:
- COM 205 Introduction to Advertising 3
- BUS 253 Principles of Marketing 3
- BUS 312 Marketing Research 3
- BUS 362 Human Resource Management 3
- BUS 370 Consumer Behavior 3
- BUS 375 Personal Selling & Sales Mangm 3
- BUS 376 Advertising & Promo Mngmt 3
- BUS 455 Legal/Ethical Issues:Sport 3

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

Internet Programming – Certificate

Program Overview:
Students may receive more than one certificate, but they must take at least two unique courses for each certificate that they receive. Students can transfer one course from another college into a certificate program. Students seeking a certificate must earn a minimum of 2.00 in each course. Course substitutions are allowed only with the permission of the Computer Science Department.
Program Contacts:
Professor Mark R. Gilder
Chair, Computer Science Department
Email: gilderm@strose.edu

Program Webpage: Computer Science

Program Requirements:
Certificate in Internet Programming (22 credits)
CSC 202 Intro to Programming 4
CSC 252 Problem Solving w/JAVA 4
CSC 302 Data Structures 4
CSC 321 Database Mgmt Systems 4
CSC 355 Internet Program 1 3
CSC 455 Internet Programming 2 3
CSC 202 and CSC 252 may each be taken only twice without faculty permission.

Career Opportunities and Graduate Study:

Find Out More:
• Mission and History
• Academic Policies
• Academic Integrity
• Academic Scholarship
• Faculty Directory
• Library
• Technology
• Career Center
• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics

Management - BBA

Program Overview:
The Bachelor of Business Administration in Management major provides students with the opportunity to explore and develop as business leaders in a variety of settings and industries. Students will choose from four specialized tracks in which to focus their area of interest and future career objectives: Leadership, Human Resource Management, Entrepreneurship and Sport Management.

Program Contacts:
Dr. Haidy Brown
Chair, Management & Marketing Department
Email: brownh@strose.edu
Program Webpage: Management

Program Requirements:
The Management major emphasizes building the verbal and written communication skills that are so important to success in the student's professional career. Throughout the program, students build a portfolio of coursework and presentations, thus developing their professional resume. The major requires all students to complete an internship or an approved alternative prior to graduation.

All Management majors develop a comprehensive understanding in the various functional areas of business by completing the Major Core Requirements. Students must select a Management Track to complete the major.

Normally, once a student has matriculated in the Management major at The College of Saint Rose, he or she must satisfy all remaining core and concentration requirements with Saint Rose courses. Likewise, students pursuing the minor in a management discipline must satisfy all remaining requirements for the minor with Saint Rose courses.

Students must earn a cumulative grade point average of 2.0 or better in all courses required for the 84-credit Management major. An overall cumulative grade point average of 2.0 or better in all courses completed at The College of Saint Rose is also required. The minimum credit requirement for the Bachelor of Business Administration in Management at The College of Saint Rose is 120 credits, which consists of the following:

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<tr>
<th>Requirement</th>
<th>Credits</th>
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<td>Major Core Requirements</td>
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<td>Saint Rose Core requirements</td>
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<td>Additional Liberal and General Education Electives</td>
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<td>Total Credits in degree</td>
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</table>

* Nine (9) credits of the Saint Rose Core requirements are satisfied by courses within the Major Core Requirements

Major in Management (84 credits)
Core Requirements (66 credits):
BUS 111 Fundamentals of Business 3
Entrepreneurship Track (18 credits):

The Entrepreneurship track introduces students to the dynamic world of new venture creation and small enterprises, the preeminent catalysts for growth, innovation, and employment in today's economy. Wide-ranging career opportunities are available to individuals trained in the special characteristics and problems of small business strategy, information management, operations, marketing, and finance. Utilizing a multidisciplinary approach, the concentration prepares students to adapt and apply the concepts and methods of business education to the unique challenges of the entrepreneurial environment and small business management.

Required Courses:
- BUS 369 Managerial Finance 3
- BUS 388 Small Business Management 3
- BUS 442 Bus Vent & Entrep 3
- BUS 494 Internship 3

Select two courses from the following:
- BUS 312 Marketing Research 3
- BUS 349 Leadership & Organiz Chg 3
- BUS 350 Managing Effective Teams 3
- BUS 362 Human Resource Management 3
- BUS 370 Consumer Behavior 3
- BUS 375 Personal Selling & Sales Mangm 3

Human Resource Management Track (18 credits):

Human Resource Management focuses on the knowledge, skills, and techniques used to attract, retain, and effectively manage human resources in organizations. Courses cover the fundamentals of employment law, human resource functions such as staffing, compensation and performance appraisal, and labor relations. Students are prepared to enter the fields of human resource management, labor relations, and general management.

Required Courses:
- BUS 362 Human Resource Management 3
- BUS 363 Labor & Employment Law 3
- BUS 364 Organizational Staffing 3
- BUS 400 Contemp Human Resource Issues 3
- BUS 412 Compensation & Benefits 3
- BUS 494 Internship 3

Leadership and Managerial Skills Track (18 credits):
The Leadership and Managerial Skills track develops students' leadership abilities and systems thinking. Students will be exposed to an interdisciplinary approach to problem-solving, conflict and change management; understanding how teams work and developing the ability to be effective team leaders.

Required Courses:
- BUS 349 Leadership & Organiz Chg 3
- BUS 350 Managing Effective Teams 3
- BUS 362 Human Resource Management 3
- BUS 400 Contemp Human Resource Issues 3
- BUS 494 Internship 3

Select one course from the following:
- BUS 247 Intro to Sport Management 3
- BUS 363 Labor & Employment Law 3
- BUS 364 Organizational Staffing 3
- BUS 388 Small Business Management 3
- BUS 412 Compensation & Benefits 3

Sport Management Track (18 credits):

Sport Management is a broad area of study that introduces students to the concepts and techniques needed to successfully work within a host of organizations in a sport-related context. A wide variety of career opportunities are available to individuals well versed in the fundamental business concepts as related to sport. Possible careers students would be prepared to enter include sport marketing, facility management, player representation, collegiate sports management (school and league-based operations), semi- and professional sport organization management, special events programming, coaching, public relations, or ticket and merchandising sales. Courses provide students with a firm foundation in the human relations, marketing, and ethical and legal aspects that influence and shape the people and organizations in the business of sport.

Required Courses:
- BUS 247 Intro to Sport Management 3
- BUS 300 Spec Topics:Sport Management 3
- BUS 314 Sport Facility & Evnt Mngmt 3
- BUS 422 Sport Marketing 3
- BUS 494 Internship 3

Select one course from the following:
- BUS 312 Marketing Research 3
- BUS 374 Personal Selling & Negotiation 3
- BUS 376 Advertising & Promo Mngmt 3
- BUS 455 Legal/Ethical Issues:Sport 3

Internship/Field Experience/Study Abroad/Service:

A study abroad option is available to interested students who want to spend a semester at an approved college or university in another country. The approved courses taken will count toward the Management degree.

Required Course:
**Suggested 4 Year Course Plan:**
This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

### Entrepreneurship Track
**BBA, Management (Entrepreneurship Track)**

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**Leadership and Managerial Skills**

**BBA, Management (Leadership)**

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**Sport Management Track**

**BBA, Management (Sport Management Track)**

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Total 17
Total 15
Total 15
Total 16
### Accelerated Degree Option: Management BBA + MBA:

Students in this accelerated course of study will use the following course substitutions to complete the undergraduate and graduate degrees at an accelerated pace.

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### B.B.A. Management, Leadership and Managerial Skills Track/M.B.A. Accelerated Course of Study

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### B.B.A. Management, Sport Management Track/M.B.A. Accelerated Course of Study

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### B.B.A. Management, Entrepreneurship Track/M.B.A. Accelerated Course of Study

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Requirements for the Master of Business Administration can be found in the current Graduate Catalog.

### MBA Program Contact:

Dr. John Dion  
*MBA Coordinator*  
Email: dionj@strose.edu

### Suggested 2-in-4 Year Course Plan:

#### Leadership and Managerial Skills

**BBA, Management (Leadership) /MBA Accelerated Course of Study - 1 MBA Semester**

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ACC 522  Budgeting & Cost Analysis  3
MBA 516  Management Communications  3
MBA 517  Organizational Behavior  3
MBA 555  Managerial Economics  3

Total  15

MBA Semester 1

Course  Credit  Course  Credit
MBA 635  Marketing Management  3  BUS 111  Fundamentals of Business  3
MBA 640  Managerial Finance  3  BUS 199  Fundamentals of Business Colloquium  1
MBA 690  Strategic Management  3  BUS 210  Business Communications  3
MBA xxx  Elective  3  BUS 219  Management Information Systems  3

Total  17

Year 2 - Fall  Year 2 - Spring

Course  Credit  Course  Credit
ACC 121  Financial Accounting  3  ACC 122  Managerial Accounting  3
BUS 233  Business Law  3  BUS 246  Organizational Behavior  3
BUS 293  Professional Development Program  1  BUS 253  Principles of Marketing  3

Total  17  Total  15

BBA, Management (Leadership) / MBA Accelerated Course of Study - 2 MBA Semester

Year 1 - Fall  Year 1 - Spring
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### Sport Management Track

**BBA, Management (Sport Management) / MBA Accelerated Course of Study - 1 MBA Semester**

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**Year 3 - Fall**

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Human Resource Management

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**BBA, Management (Entrepreneurship) / MBA Accelerated Course of Study - 2 MBA Semester**

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**Year 3 - Fall**

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**Year 4 - Spring**

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Total 12 9

General Information on Accelerated Degree Options (Bachelor's + Master's):

Eligibility Standards:

High School Students:
- Minimum high school GPA of 92
- Combined SAT of 1100 (out of 1600) OR ACT of 24
- Letter of recommendation specifically for the Accelerated Bachelor's/Master's Degree Program from a high school teacher or counselor

Transfer Students:
- 45 credits completed
- GPA of 3.4 overall or at least a 3.4 GPA in the last 30 credits
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a faculty member from either Saint Rose or the institution from which the student transferred

Current Saint Rose Students:
- 45 credits completed
- Overall GPA of 3.4
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a Saint Rose faculty member

Maintaining Status in Accelerated Programs:
- Overall GPA of 3.4 at the completion of 45 credits
- Overall GPA of 3.0 from the completion of 45 credits to completion of the undergraduate degree
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Students can receive no more than one C in a graduate level course. An earned C must be retaken at the graduate level unless otherwise specified by the program.
- Students cannot receive a failing grade in a graduate level course.

Losing Eligibility for an Accelerated Bachelor's/Master's Degree Option:

Students who do not maintain the standards outlined for their Accelerated Bachelor's/Master's Degree Option will lose eligibility for this completion option. If these students are in otherwise good standing with the College, they can continue in their current undergraduate program or move to another undergraduate major. We propose that up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher may be applied to their undergraduate degree. These credits might be applied as either general elective credits or to fulfill a requirement within the undergraduate major, depending on the undergraduate major's grade requirements. Major grade restrictions would still apply. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Discontinuing an Accelerated Bachelor's/Master's Degree Options:

Students in good standing may choose to discontinue an Accelerated Bachelor's/Master's Degree Option or withdraw from a dual degree program. These students may then move to another program offered by the college. Up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher would be applied to their undergraduate degree. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Opportunity to apply graduate credits to a future master's degree at Saint Rose if no longer enrolled in Accelerated Program:

Students who withdraw or are dismissed from the Accelerated Bachelor's/Master's Degree Option may apply to a Saint Rose Master's Degree program after completion of the Bachelor's Degree. If accepted to a Saint Rose master's degree program these students may transfer up to 12 graduate credits earned as part of their Saint Rose Bachelor's Degree. Specific courses must be approved for transfer by the faculty advisor, and Department Chair/Program Coordinator. Transfer credit is allowed only for courses in which students have received a grade of “B” or better and within the six-year time limit allowed for completion of the Master's Degree or Certificate of Advanced Study. No more than half of a Certificate of Advanced Study or Master’s Degree can be fulfilled with credits that had been applied to a Saint Rose Bachelor's Degree.

Reinstatement in Accelerated Bachelor's/Master's Degree Options:

Students in good academic standing with the college but previously declared ineligible from their Accelerated Bachelor's/Master's Degree Option can apply for reinstatement to the Accelerated Bachelor's/Master's Degree Option after retaking undergraduate courses that resulted in their change of eligibility and/or after earning an overall undergraduate GPA of 3.0 or higher. Students who earned any graduate grade lower than a C or more than one C
at the graduate level may not reapply for reinstatement into the Accelerated degree option.

Advising:

Students in this Accelerated Bachelor's/Master's Degree Course of Study will have two advisors while they are undergraduates. A faculty member from the student's undergraduate discipline will serve as the primary advisor while the student is an undergraduate. A faculty member from the graduate program will serve as a secondary advisor. After completing the Bachelor's Degree, the advisor from the graduate program will serve as the student's sole advisor.

Find Out More:
Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/

Marketing - BBA

Program Overview:
The Bachelor of Business Administration in Marketing, encompasses the total system of interacting business activities designed to create, communicate, deliver, and exchange products and services offered by both profit and not-for-profit organizations. To prepare individuals for a career in marketing, this major concentrates on developing the student's ability to make objective and ethical decisions in the areas of marketing strategy, advertising and consumer behavior. It prepares students to conduct research to market to consumers and businesses in both national and international arenas.

Program Contacts:
Dr. John F. Dion
Associate Professor of Marketing
Email: dionj@strose.edu
Program Webpage: Marketing

Program Requirements:
The Marketing major emphasizes building the knowledge base and verbal and written communication skills that are important to success in the student's professional career as a marketer. Throughout the program, students build a portfolio of marketing and integrated communication plans, marketing research projects and presentations, thus developing their professional resume. The major requires all students to complete an internship or approved alternative prior to graduation.

All Marketing students develop a comprehensive understanding in the various functional areas of business by completing the Major Core Requirements as well as the Marketing discipline requirements.

Normally, once a student has matriculated in the Marketing major at The College of Saint Rose, he or she must satisfy all remaining core and major requirements with Saint Rose courses. Likewise, students pursuing the Marketing minor must satisfy all remaining requirements for the minor with Saint Rose courses.

Students must earn a cumulative grade point average of 2.0 or better in all courses required for the 84-credit Marketing major. An overall cumulative grade point average of 2.0 or better in all courses completed at The College of Saint Rose is also required. The minimum credit requirement for the Bachelor of Business Administration in Marketing at The College of Saint Rose is 120 credits, which consists of the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tr>
<td>Major Core Requirements</td>
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<td>Discipline Track</td>
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<td>Saint Rose Core requirements</td>
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<tr>
<td>Additional Liberal Arts and General Education Electives</td>
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* Nine (9) credits of the Saint Rose Core requirements are satisfied by courses within the Major Core Requirements

Major in Marketing (84 credits)
Core Requirements (66 credits):
- BUS 111 Fundamentals of Business 3
- BUS 199 Fund of Business Colloquium 1
- BUS 210 Business Communications 3
- BUS 219 Management Info Systems 3
- BUS 233 Business Law I 3
- BUS 246 Organizational Behavior 3
- BUS 253 Principles of Marketing 3
- BUS 280 Business Statistics 4
- BUS 293 Prof Develop Program 1
- BUS 301 Financial Management 3
- BUS 352 Quantitative Business Analysis 3
- BUS 425 Integrated Global Business 3
- BUS 497 Capstone Seminar 3
- ACC 121 Principles of Financial Accctg 3
- ACC 122 Principles of Managerial Accctg 3
- CSC 114 Excel 3
- ECO 205 Principles of Macroeconomics 3
- ECO 206 Principles of Microeconomics 3
- MAT 180 College Algebra 3
- PHI 205 Business Ethics 3
- ACC/BUS/ECO Elective 9

Marketing Requirements (18 credits):
- BUS 312 Marketing Research 3
- BUS 353 Marketing Management 3
- BUS 370 Consumer Behavior 3
- BUS 494 Internship 3

Select two courses from the following:
- BUS 339 Prin of Digital Marketing 3
- BUS 354 Retail Management 3
- BUS 373 Sales Management 3
**BUS 374**  |  Personal Selling & Negotiation  |  3  
**BUS 376**  |  Advertising & Promo Mngmt  |  3  
**BUS 377**  |  Business to Business Marketing  |  3  
**BUS 422**  |  Sport Marketing  |  3  
**BUS 380**  |  Topics in Business  |  3 to 4  
**BUS 423**  |  Infl Marketing & Export Mgmt  |  3  
**BUS 424**  |  Services Marketing  |  3  

**Core Social**  |  3  
**Science - ECO 205**  |  3  
**Macroconomics**  |  3

**Core**  |  4  
**Expository Writing, Speaking & Research**  |  3

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<th>Course</th>
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<th>Course</th>
<th>Credit(s)</th>
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<td>CSC 114 Excel</td>
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<td>ECO 206 Microeconomics</td>
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| Core Social | 3  | BUS 280 Business Statistics  | 4 |
| Core Historical Knowledge & Inquiry | 3  | BUS 293 Professional Development Program  | 1 |
| Core Compositional Logic & Reasoning | 3  | BUS 253 Principles of Marketing  | 3 |
| Core Philosophical & Religious Traditions - PHI 205 | 3  | Core World Languages  | 3 |

**Internship/Field Experiences/Study Abroad/Service:**
A study abroad option is available to interested students who want to spend a semester at an approved college or university in another country. The approved courses taken will count toward the Marketing degree.

**Required Course:**
**BUS 494 Internship**  |  3

**Suggested 4 Year Course Plan:**
This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

**BBA, Marketing**

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<thead>
<tr>
<th>Year 1 - Fall</th>
<th>Year 1 - Spring</th>
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<tr>
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**Year 2 - Fall**

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**Year 2 - Spring**

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**Year 3 - Fall**

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**Year 3 - Spring**

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Total  | 17  | Total  | 15 |
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**Accelerated Degree Option: Marketing BBA + MBA:**

Students in this accelerated course of study will use the following course substitutions to complete the undergraduate and graduate degrees at an accelerated pace.

**Course Substitutions**

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Requirements for the Master of Business Administration can be found in the current Graduate Catalog.

**MBA Program Contact:**

Dr. John Dion  
*MBA Coordinator*  
Email: dionj@strose.edu

**Suggested 2-in-4 Year Course Plan:**

**BBA, Marketing/MBA Accelerated Course of Study - 1 MBA Semester**

<table>
<thead>
<tr>
<th>Year 1 - Fall</th>
<th>Year 1 - Spring</th>
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<tbody>
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<td>MBA 690 Strategic Management</td>
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**BBA, Marketing /MBA Accelerated Course of Study - 2 MBA Semesters**

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<td>BUS 199 Fundamentals of Business Colloquium</td>
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<td>BUS 219 Management Information Systems</td>
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<td>CSC 114 Excel</td>
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<td>ECO 206 Microeconomics</td>
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<td>LibEd Computational Logic &amp; Reasoning</td>
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<td>BUS 233 Business Law</td>
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<td>BUS 293 Professional Development Program</td>
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<td>LibEd World Languages</td>
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<td>BUS 301 Financial Management</td>
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**General Information on Accelerated Degree Options (Bachelor's + Master's):**

**Eligibility Standards:**

**High School Students:**
- Minimum high school GPA of 92
- Combined SAT of 1100 (out of 1600) OR ACT of 24
- Letter of recommendation specifically for the Accelerated Bachelor's/Master's Degree Program from a high school teacher or counselor

**Transfer Students:**
- 45 credits completed
- GPA of 3.4 overall or at least a 3.4 GPA in the last 30 credits
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a faculty member from either Saint Rose or the institution from which the student transferred

**Current Saint Rose Students:**
- 45 credits completed
- Overall GPA of 3.4
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a Saint Rose faculty member

**Maintaining Status in Accelerated Programs:**
• Overall GPA of 3.4 at the completion of 45 credits
• Overall GPA of 3.0 from the completion of 45 credits to completion of the undergraduate degree
• A grade of B or higher in financial accounting
• A grade of B or higher in managerial accounting
• Students can receive no more than one C in a graduate level course. An earned C must be retaken at the graduate level unless otherwise specified by the program.
• Students cannot receive a failing grade in a graduate level course.

Losing Eligibility for an Accelerated Bachelor's/Master's Degree Option:

Students who do not maintain the standards outlined for their Accelerated Bachelor's/Master's Degree Option will lose eligibility for this completion option. If these students are in otherwise good standing with the College, they can continue in their current undergraduate program or move to another undergraduate major. We propose that up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher may be applied to their undergraduate degree. These credits might be applied as either general elective credits or to fulfill a requirement within the undergraduate major, depending on the undergraduate major’s grade requirements. Major grade restrictions would still apply. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Discontinuing an Accelerated Bachelor's/Master's Degree Options:

Students in good standing may choose to discontinue an Accelerated Bachelor's/Master's Degree Option or withdraw from a dual degree program. These students may then move to another program offered by the college. Up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher would be applied to their undergraduate degree. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Opportunity to apply graduate credits to a future master's degree at Saint Rose if no longer enrolled in Accelerated Program:

Students who withdraw or are dismissed from the Accelerated Bachelor’s/Master’s Degree Option may apply to a Saint Rose Master’s Degree program after completion of the Bachelor’s Degree. If accepted to a Saint Rose master’s degree program these students may transfer up to 12 graduate credits earned as part of their Saint Rose Bachelor’s Degree. Specific courses must be approved for transfer by the faculty advisor, and Department Chair/Program Coordinator. Transfer credit is allowed only for courses in which students have received a grade of “B” or better and within the six-year time limit allowed for completion of the Master’s Degree or Certificate of Advanced Study. No more than half of a Certificate of Advanced Study or Master’s Degree can be fulfilled with credits that had been applied to a Saint Rose Bachelor's Degree.

Reinstatement in Accelerated Bachelor's/Master's Degree Options:

Students in good academic standing with the college but previously declared ineligible from their Accelerated Bachelor’s/Master’s Degree Option can apply for reinstatement to the Accelerated Bachelor's/Master's Degree Option after retaking undergraduate courses that resulted in their change of eligibility and/or after earning an overall undergraduate GPA of 3.0 or higher. Students who earned any graduate grade lower than a C or more than one C at the graduate level may not reapply for reinstatement into the Accelerated degree option.

Advising:

Students in this Accelerated Bachelor's/Master's Degree Course of Study will have two advisors while they are undergraduates. A faculty member from the student's undergraduate discipline will serve as the primary advisor while the student is an undergraduate. A faculty member from the graduate program will serve as a secondary advisor. After completing the Bachelor’s Degree the advisor from the graduate program will serve as the student's sole advisor.

Find Out More:
Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/

Music-Music Industry – BS

Program Overview:

The Music Industry program enables creative musicians who have a desire to forge a career in one of the many areas within today’s music industry the opportunity to engage in a multi-faceted course of study. The Music Industry program curriculum contains three areas of equal focus, which all students are engaged in: songwriting and composition, audio recording and music production, and music business and entrepreneurship. Music Industry program graduates are knowledgeable in the areas of music production, songwriting, composing, arranging, music technology, sound recording and reinforcement, artist management, intellectual property and music law. Each student will complete an internship with a music company and a senior Capstone project consisting of a full-length album/LP written, produced, engineered, performed, and recorded in the Saints and Sinners Recording Studio.

The Music Industry program is housed in The Hearst Center for Communications and Interactive Media and the Massry Center for
the Arts. These facilities provide access to state-of-the-art recording studios, audio post-production rooms, television and radio studios, computer labs, and Studio G3 for showcases live performances. The Hearst Center fosters a creative and interactive environment in which young professionals take concepts and skills learned in the classroom and studio and apply them in pre-occupational settings. The Music Industry program at Saint Rose is a unique blend of progressive studies in contemporary music housed within a vibrant academic community.

**Program Contacts:**
Dr. Andrew McKenna Lee
Chair, Music Department
Email: leea@strose.edu

**Program Webpage:** Music Industry, BS

**Program Requirements:**

**Auditions:**
An audition/interview is required for everyone who wishes to major in Music at The College of Saint Rose. For examples of appropriate audition repertoire, please consult The College of Saint Rose Music webpage (www.strose.edu/music). All Music Industry majors must demonstrate proficiency on an applied instrument or voice type at the audition. In addition to the audition requirements stated on the website for each instrument or voice area, applicants will also have an opportunity to present an original song or composition, a performance in a jazz, vernacular, rock/pop or commercial style, or to demonstrate facility on an additional instrument or voice.

**Songwriting/Composition and Electronic Music/Production:**
As an alternative to primary study on an instrument or voice type, Music Industry majors may apply to concentrate in Songwriting/Composition or Electronic Music/Production. These programs are designed for students who demonstrate exceptional ability across multiple disciplines including composition, songwriting, instrumental arranging, instrumental/vocal performance, and/or demonstrated creative capabilities using computer and software-based Digital Audio Workstations. If desired, applicants will also be considered for acceptance into a voice or instrumental area of study in the event they are not accepted into the Songwriting/Composition or Electronic Music/Production programs.

For information about auditions, including required and suggested music to perform, please consult the Music Department Audition webpage: https://www.strose.edu/music-industry/.

**Transfer Credit and Advanced Placement Theory Credit:**
Entering students with an advanced placement grade of 4 or 5 in the written and/or aural section of the AP Music Theory Exam will be advanced to MUS 201 Music Theory III and/or MUS 203 Advanced Ear Training and Sight Singing, respectively. Acceptance of transfer credit will be evaluated at the time of entry by way of course placement tests in the appropriate areas at the time of audition and through a review of student transcripts. Based upon skill and work, music faculty may approve up to 4 semesters of applied lessons.

**Applied Music:**
All Music Industry majors are required to complete eight semesters of applied study on their major instrument or voice. Repertoire Class and Music Convocation are required for seven semesters. Semester and annual juries are part of the assessment tools used in applied study. Please consult specific syllabi for detailed requirements.

Music Industry majors concentrating in Songwriting/Composition or Electronic Music/Production will take Primary Applied Songwriting/Composition (MUS 397) in place of Applied Primary Instrument or Vocal lessons (MUS 393). They will also take MUS 300: Composition Seminar in place of MUS 100: Repertoire Class. Students in these applied areas are also required to fulfill 4 semesters of applied study in a secondary instrument or voice (MUS 394). Students may petition faculty to be exempted from this requirement via an audition that clearly demonstrates their proficiency on another instrument or voice.

**Ensembles:**
Music Industry majors are required to participate in performing ensembles appropriate to their applied concentration for a minimum of seven semesters. All Music majors are required to earn a minimum of four credits of ensemble participation. All transfer Music majors are required to take a minimum of four semesters of their performing ensemble at The College of Saint Rose.

MUS 280 Music Industry Ensembles and Rose Record Label Group (RRLG)
MUS 287 Electric Guitar Ensemble
MUS 289 Symphony Orchestra
MUS 291 Saint Rose Chorale
MUS 292 Wind Ensemble
MUS 299 Chamber Jazz Ensemble

**Ensemble Placement and Auditions:**
All Music Industry guitar and electric bass majors must audition for placement in MUS 280 Music Industry Ensembles and MUS 287 Electric Guitar Ensemble each semester. Participation in MUS 287 is required of all Music Industry guitar and electric bass majors, unless successfully placed in MUS 280, or MUS 299.

Each semester, auditions and interviews are held to determine placement in MUS 280 ensembles, including sections of the Rose Record Label Group (RRLG).

Participation in MUS 291, MUS 289 or MUS 292 (as appropriate) is required of all Music Industry majors who do not participate in MUS 287, MUS 299 or MUS 280.

**Capstone Project:**
The Senior Capstone Project (MUS 453) is the culmination of the 45 specialized credits for the Music Industry major. A 3-credit course, it is standard that Senior Capstone Projects become the dominant academic unit for semester, depending on the vision and scope presented by the student in the proposal stage. In order to help successfully complete all aspects of the Senior Capstone Project (recording, editing, mixing, and mastering), students are not required to participate in performance-related courses, such as Repertoire Class (MUS100/300), Convocation (MUS 200), or performance ensembles, each of which have 7 semester requirements to fulfill the Music Industry major.

The Senior Capstone Project will be a full-length LP that requires the student to compose, record, perform, produce, and engineer all aspects of the album and present the final masters at the end of the semester as a playback presentation. Music Industry faculty must approve a proposal in order to begin the project.

**Overall Music Student Requirements:**

Music majors are required to earn a minimum grade of C in all required music courses. Any and all of these courses in which a student receives a grade below C, are required to be repeated at Saint Rose until a grade of C or higher is attained.

**Music Theory Placement Exam:** All entering music students, major and/or minor, will be required to take a Music Theory/Ear training placement test. Those students who do not achieve a passing score will be placed into MUS 110 (Fundamentals of Music) as a prerequisite to MUS 101 (Music Theory I) and MUS 103 (Ear Training I).

**Concert Attendance Requirements:**

Students enrolled in music degree programs are required to attend five live performances per semester as a member of the audience. Performances that will fulfill the concert attendance requirement are those presented by college and university ensembles, college student recitals, college faculty recitals, professional orchestras, chamber ensembles, soloists, student playbacks and commercial music performances which are approved by the music faculty of the individual Repertoire classes (MUS 100/300).

Students are required to arrive before the beginning of the concert and stay until the end. For performances at The College of Saint Rose, students are required to submit programs signed by a member of the Saint Rose music faculty as evidence of attendance. For performances not at The College of Saint Rose, a ticket stub/receipt clearly indicating the concert date is required. These materials are to be submitted to their Repertoire Class instructor (MUS 100/300) in accordance with the class syllabus.

**Piano Proficiency (MUS 484):**

The piano proficiency exam is administered during final exam week and may be taken during subsequent semesters until passed.

*Prerequisites: MUS 281 and MUS 282.*

**Core Curriculum**

**Music Theory and History (21 credits)**

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<tr>
<td>MUS 300</td>
<td>Composition Seminar</td>
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**Performing Ensembles (7 semesters/4 credits)**

Students must take Ensemble for 4 semesters at 1 credit and 3 semesters at 0-1 credit. Ensemble is based on applied area.

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<thead>
<tr>
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<th>Credits</th>
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<td>MUS 280</td>
<td>Music Industry Ensembles</td>
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<td>Electric Guitar Ensemble</td>
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<td>MUS 289</td>
<td>Symphony Orchestra</td>
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<td>MUS 291</td>
<td>Saint Rose Chorale</td>
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<td>MUS 292</td>
<td>Wind Ensemble</td>
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<td>MUS 299</td>
<td>Jazz Chamber Ensemble</td>
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**Music Industry**

**Commercial Music (10 credits)**

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<td>MUS 253</td>
<td>Jazz: Historical Overview</td>
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<td>MUS 254</td>
<td>History of Rock</td>
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<tr>
<td>MUS 334</td>
<td>Orchestration &amp; Instrumentation</td>
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<tr>
<td>MUS 351</td>
<td>Jazz Arranging</td>
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<td>MUS 352</td>
<td>Songwriting</td>
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<td>MUS 367</td>
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**Music Business (15 credits)**

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<td>MUS 282</td>
<td>Keyboard Harmony 4</td>
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<td>MUS 484</td>
<td>Piano Proficiency</td>
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<td>MUS 393</td>
<td>Applied Music: Primary</td>
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<tr>
<td>MUS 397</td>
<td>Applied Composition</td>
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<tr>
<td>MUS 394</td>
<td>Secondary Applied Music</td>
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MUS 353 | Music Business Survey | 3
MUS 358 | Artist Management | 3
MUS 359 | Record Label & Publish Co | 3
MUS 454 | Music Industry Internship | 3
MUS 455 | Topics in Music Industry | 3

**Music Technology (17 credits)**
MUS 257 | Music Technology | 3
MUS 354 | Intro to Pro Tools | 3
MUS 350 | Recording Engineering | 4
MUS 452 | Record Production | 4
MUS 453 | Senior Studio Project/Seminar | 3

Prerequisites for MUS 453: MUS 350, MUS 351, MUS 352, MUS 354 and MUS 452 with a B in each.

**Music-Music Industry Major Summary (Total Credits 120)**

- Core Curriculum | 45
- Commercial Music | 10
- Music Business | 15
- Music Technology | 17
- Liberal Education Courses** | 33

** Music Technology fulfills the C7 Computational Logic and Reasoning Core Requirement.

**Internship/Field Experiences/Service:**

- **Required Course:**
  MUS 454 | Music Industry Internship | 3

**Culminating Academic Experiences:**

- **Required Course:**
  MUS 453 | Senior Studio Project/Seminar | 3

**Suggested 4 Year Course Plan:**
This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

**Year 1:**

- **Fall (15 credits)**
  MUS 393 or 397: Applied Music or Composition (1)

- **Spring (15 credits)**
  MUS 393 or 397: Applied Music or Composition (1)

**Year 2:**

- **Fall (16 credits)**
  MUS 393 or 397: Applied Music or Composition (1)

- **Spring (16 credits)**
  MUS 393 or 397: Applied Music or Composition (1)
MUS 359 Record Label or History (C9) (3)  
MUS 359 Record Label or History (C9) (3)  
MUS 200: Convocation (0)  
Social Scientific Knowledge (C8) (3)  
MUS 351 Jazz Arranging (3)  
MUS 302 or MUS 254 Music History selection (3)  
MUS 484: Piano Proficiency (0)  
MUS 301 or MUS 253 Music History selection (3)  
Year 3:

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<tr>
<td>MUS 393 or 397: Applied Music or Composition (1)</td>
<td>MUS 393 or 397: Applied Music or Composition (1)</td>
</tr>
<tr>
<td>MUS 100 or 300: Repertoire Class/Comp Seminar (0)</td>
<td>MUS 100 or : Repertoire Class or Comp Seminar (0)</td>
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<tr>
<td>MUS 200: Convocation (0)</td>
<td>MUS 200: Convocation (0)</td>
</tr>
<tr>
<td>MUS 301 or MUS 253 Music History selection (3)</td>
<td>MUS 302 or MUS 254 Music History selection (3)</td>
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<tr>
<td>MUS 354 Intro to Pro Tools (3)</td>
<td>MUS 334 Orchestration (3)</td>
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<tr>
<td>MUS 367 Improv 1 (1)</td>
<td>Lab Science (C5) (4)</td>
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<tr>
<td>Math (C6) (3)</td>
<td>MUS 358 Artist Management (3)</td>
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<td>MUS 352 Songwriting (3)</td>
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Year 4:

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<thead>
<tr>
<th>Fall (16 credits)</th>
<th>Spring (13 credits)</th>
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<tr>
<td>MUS 454 Internship (3)</td>
<td>MUS 453 Senior Project (3)</td>
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<tr>
<td>MUS 393 or 397: Applied Music or Composition (1)</td>
<td>MUS 393 or 397: Applied Music or Composition (1)</td>
</tr>
<tr>
<td>MUS 100 or 300: Repertoire Class/Comp Seminar (0)</td>
<td>Language other than English (C5) (3)</td>
</tr>
</tbody>
</table>

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

Music Business - BBA

Program Overview:

Program Contacts:
Dr. Haidy Brown  
Chair, Marketing and Management Department
Email: brownh@strose.edu

Dr. Andrew McKenna Lee
**Program Requirements:**

**Major in Music Business (77 credits)**

**Business Requirements (32 credits):**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ACC 121</td>
<td>Principles of Financial Acctg</td>
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<td>Principles of Managerial Acctg</td>
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<td>BUS 111</td>
<td>Fundamentals of Business</td>
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<td>BUS 199</td>
<td>Fund of Business Colloquium</td>
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<td>BUS 210</td>
<td>Business Communications</td>
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<td>Management Info Systems</td>
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<td>BUS 233</td>
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<td>BUS 246</td>
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<td>BUS 253</td>
<td>Principles of Marketing</td>
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<td>BUS 293</td>
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<td>BUS 301</td>
<td>Financial Management</td>
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<td>BUS 352</td>
<td>Quantitative Business Analysis</td>
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<tr>
<td>ECO 206</td>
<td>Principles of Microeconomics</td>
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**Communications Requirements (7 credits):**

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<tr>
<td>COM 227</td>
<td>Intro to Public Relations</td>
<td>3</td>
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<td>COM 373</td>
<td>Int Mkgt Com Copywriting</td>
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**Computer Science Requirements (3 credits):**

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<td>CSC 114</td>
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**Music Requirements (35 credits):**

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<tr>
<td>MUS 200</td>
<td>Convocation</td>
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<td>MUS 257</td>
<td>Music Technology</td>
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<td>MUS 280</td>
<td>Music Industry Ensembles</td>
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<td>MUS 353</td>
<td>Music Business Survey</td>
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<td>MUS 358</td>
<td>Artist Management</td>
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<td>Music Industry Internship</td>
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<td>MUS 497</td>
<td>Music Business Capstone</td>
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<td>Global Music Business</td>
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<td>Three Music Electives (9)</td>
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Students must take MUS 200 Convocation for 7 semesters.

Students must take MUS 280 RRLG for 5 semesters for a total of 5 credits.

**The Saint Rose Core Requirements (33 credits)**

Music Business majors must complete the following courses as part of their Saint Rose Core requirements:

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<tr>
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<tbody>
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<td>ECO 205</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<td>MAT 180</td>
<td>College Algebra</td>
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<td>MAT 184</td>
<td>Elementary Statistics</td>
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<td>PHI 205</td>
<td>Business Ethics</td>
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**Internship/Field Experience:**

**Required Course:**

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<tbody>
<tr>
<td>MUS 454</td>
<td>Music Industry Internship</td>
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</table>

**Suggested 4 Year Course Plan:**

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits per classification</th>
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<tbody>
<tr>
<td>AC 12</td>
<td>Financial Accounting</td>
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<td>Managerial Accounting</td>
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<td>M 3</td>
<td>Writing, Oral Communication and Research Techniques</td>
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**Term:** Year 2, Fall

**Course Number** | **Credits per classification** |
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**Term:** Year 2, Spring

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**Course Number** | **Credits per classification** |
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Note: The table above is a representation of the course offerings and their credits for the years 2023-2025. The table includes course numbers, titles, and credits for different years and terms.
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</table>
Accelerated Degree Option: Music Business BBA + MBA:

Students in this accelerated course of study will use the following course substitutions to complete the undergraduate and graduate degrees at an accelerated pace.

B.B.A. Music Business/M.B.A. Accelerated Course of Study

<table>
<thead>
<tr>
<th>Course Substitutions</th>
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<tbody>
<tr>
<td>Undergraduate Course</td>
<td>Graduate Course</td>
</tr>
<tr>
<td>BUS 352</td>
<td>MBA 660</td>
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<tr>
<td>MUS 454</td>
<td>MBA 699</td>
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<tr>
<td>General Elective</td>
<td>MBA 516</td>
</tr>
<tr>
<td>General Elective</td>
<td>MBA 517</td>
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</tbody>
</table>

Requirements for the Master of Business Administration can be found in the current Graduate Catalog.

MBA Program Contact:
Dr. John Dion
MBA Coordinator
Email: dionj@strose.edu

Suggested 2-in-5 Year Course Plan:
The following is the recommended course of study for those students who wish to complete this accelerated course of study in ten semesters.

General Information on Accelerated Degree Options (Bachelor's + Master's):

Eligibility Standards:

High School Students:
- Minimum high school GPA of 92
- Combined SAT of 1100 (out of 1600) OR ACT of 24
- Letter of recommendation specifically for the Accelerated Bachelor’s/Master's Degree Program from a high school teacher or counselor

Transfer Students:
- 45 credits completed
- GPA of 3.4 overall or at least a 3.4 GPA in the last 30 credits
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a faculty member from either Saint Rose or the institution from which the student transferred
- 45 credits completed
- Overall GPA of 3.4
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a Saint Rose faculty member

Maintaining Status in Accelerated Programs:
- Overall GPA of 3.4 at the completion of 45 credits
- Overall GPA of 3.0 from the completion of 45 credits to completion of the undergraduate degree
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Students can receive no more than one C in a graduate level course. An earned C must be retaken at the graduate level unless otherwise specified by the program.
- Students cannot receive a failing grade in a graduate level course.

Losing Eligibility for an Accelerated Bachelor's/Master's Degree Option:

Students who do not maintain the standards outlined for their Accelerated Bachelor's/Master's Degree Option will lose eligibility for this completion option. If these students are in otherwise good standing with the College, they can continue in their current undergraduate program or move to another undergraduate major. We propose that up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher may be applied to their undergraduate degree. These credits might be applied as either general elective credits or to fulfill a requirement within the undergraduate major, depending on the undergraduate major’s grade requirements. Major grade restrictions would still apply. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Discontinuing an Accelerated Bachelor's/Master's Degree Options:

Students in good standing may choose to discontinue an Accelerated Bachelor's/Master's Degree Option or withdraw from a dual degree program. These students may then move to another program offered by the college. Up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher would be applied to their undergraduate degree. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.
Opportunity to apply graduate credits to a future master's degree at Saint Rose if no longer enrolled in Accelerated Program:

Students who withdraw or are dismissed from the Accelerated Bachelor's/Master's Degree Option may apply to a Saint Rose Master's Degree program after completion of the Bachelor's Degree. If accepted to a Saint Rose master's degree program these students may transfer up to 12 graduate credits earned as part of their Saint Rose Bachelor's Degree. Specific courses must be approved for transfer by the faculty advisor, and Department Chair/Program Coordinator. Transfer credit is allowed only for courses in which students have received a grade of “B” or better and within the six-year time limit allowed for completion of the Master's Degree or Certificate of Advanced Study. No more than half of a Certificate of Advanced Study or Master's Degree can be fulfilled with credits that had been applied to a Saint Rose Bachelor's Degree.

Reinstatement in Accelerated Bachelor's/Master's Degree Options:

Students in good academic standing with the college but previously declared ineligible from their Accelerated Bachelor's/Master's Degree Option can apply for reinstatement to the Accelerated Bachelor's/Master's Degree Option after retaking undergraduate courses that resulted in their change of eligibility and/or after earning an overall undergraduate GPA of 3.0 or higher. Students who earned any graduate grade lower than a C or more than one C at the graduate level may not reapply for reinstatement into the Accelerated degree option.

Advising:

Students in this Accelerated Bachelor's/Master's Degree Course of Study will have two advisors while they are undergraduates. A faculty member from the student’s undergraduate discipline will serve as the primary advisor while the student is an undergraduate. A faculty member from the graduate program will serve as a secondary advisor. After completing the Bachelor’s Degree the advisor from the graduate program will serve as the student’s sole advisor.

Nursing - BS

Program Overview:

Grounded in the distinctive and diverse liberal arts course offered at the College, the 1+2+1 Bachelor of Science in Nursing Program, in accordance with the mission of The College of Saint Rose, prepares the graduate to pursue professional excellence and advocate for social justice in the provision of safe, quality nursing care. The College of Saint Rose nursing graduate is prepared with the knowledge, skills, and abilities to serve as a partner in the advancement of health care and through leadership, affect the determinants of holistic health for every individual and population.

Program Goals

- To provide students with exceptional, innovative learning opportunities in the liberal arts and nursing.
- To prepare safe, knowledgeable, caring graduates capable of serving individuals, families, and local, national, and global communities through safe, quality, person-centered, culturally sensitive, evidence-based, holistic nursing care.
- To develop nurses who lead with integrity, are knowledgeable in nursing science, adept in research, comfortable with technology, and confidently prepared for the challenge of working within a changing healthcare environment.
- To instill in students a passion for life-long learning.

PROGRESSION CRITERIA AND ACADEMIC STANDING

(full policy can be found in the Nursing Student Handbook)

Progression

Nursing courses build from simple to complex and are taken in a specific sequence.

Progression Criteria

Prerequisite courses must be completed prior to the next nursing course in the sequence as described in the program of studies. A student may not withdraw from a co-requisite course while maintaining enrollment in the nursing course. Current registration in the nursing course MUST be accompanied by current registration in all co-requisite courses unless those courses have already been successfully completed in a prior semester. If a student is enrolled in a nursing class and chooses to withdraw from a required co-requisite course for that nursing class, the student must also withdraw from the nursing class.

Year One:

- Students will enter the Nursing Program and take The College of Saint Rose's core coursework for liberal arts along with beginning nursing courses.
- Per The College of Saint Rose's policy, the minimum of a 'C' is required for the core coursework in all college courses, maintain a cumulative GPA of 2.5 and have earned a grade of B- (80%) or better for all nursing courses.

Years Two and Three:

- Students will need to be academically qualified to progress to either Samaritan Hospital School of Nursing or Saint Peter's Hospital College of Nursing, for year two of the curriculum, the same criteria for advancement to the Schools of Nursing apply. (A grade of 'C' in supporting courses, 'B-' in Nursing courses at Saint Rose and ‘B' at the Schools of Nursing and a cumulative GPA of at least 2.5). Members from both The College of Saint Rose Department of Nursing, Samaritan Hospital School of Nursing and St. Peter's Hospital College of Nursing and members of the Admission and Progression...
Committee will meet to approve all students entering the second year of the program.

- Students will be taking nursing courses and support courses at The College of Saint Rose and nursing courses at either Samaritan Hospital School of Nursing or St. Peter's Hospital College of Nursing. A minimum of a grade of 80% or better will be required in the nursing courses.

- During years two and three at either Samaritan Hospital School of Nursing or St. Peter's Hospital College of Nursing, students are required to earn a minimum of a ('B-', or a 'B' at the Schools of Nursing) in all nursing courses, a 'C' in cognate courses, and obtain an overall cumulative GPA of 2.5 or higher to graduate with an Associate's Degree in Nursing. Upon graduation from either Samaritan Hospital School of Nursing or St. Peter's Hospital College of Nursing, students will be eligible to sit for the NCLEX RN.

Year Four:

- To progress to year four at The College of Saint Rose, students will have earned an Associate Degree in Nursing from either SHSON or SPHCON and have successfully passed the NCLEX RN licensure to be registered for Nursing courses in the fourth year. To graduate from The College of Saint Rose with a Bachelor's Degree in Nursing (BSN), students are required to have a minimum of 80% ('B-') in all nursing courses and a cumulative GPA of 2.5 or higher. Students must complete the fourth year of study at The College of Saint Rose to earn the BSN. Nursing courses will not transfer to other Schools of Nursing for Completion.

Program Contacts:
Cassandra R. Marshal, DNP, RN
Chair, Nursing Department
Email: marshalc@strose.edu
Program Website: https://www.strose.edu/nursing-bsn/

Program Requirements:

Major in Nursing (86 credits)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
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<tbody>
<tr>
<td>BIO 199 Human Anatomy &amp; Physio I</td>
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<tr>
<td>BIO 199L Human Anatomy &amp; Physio I Lab</td>
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<td>BIO 200 Human Anatomy &amp; Physio II</td>
<td>3</td>
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<tr>
<td>BIO 200L Human Anatomy &amp; Physio II Lab</td>
<td>1</td>
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<tr>
<td>BIO 270 Microbiology for Health Sci</td>
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<tr>
<td>BIO 270L Microbio for Health Sci Lab</td>
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<tr>
<td>CHM 170 Chemistry for Health Sci</td>
<td>4</td>
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<tr>
<td>PSY 210 Lifespan Developmental PSY</td>
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<tr>
<td>SOC 288 Social Statistics</td>
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<tr>
<td>NSG 100 Care and Caring</td>
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<tr>
<td>NSG 110 Foundations of Prof Nursing</td>
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<tr>
<td>NSG 211 Pharmacology</td>
<td>3</td>
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<tr>
<td>NSG 291 Health Promotion &amp; Wellness</td>
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<tr>
<td>NSG 292 Health Maint, Restor &amp; Support</td>
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<tr>
<td>NSG 311 Evidence-Based Practice</td>
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<tr>
<td>NSG 385 Psych &amp; Mental Health Nursing</td>
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<tr>
<td>NSG 394 Cmplx Main,Res&amp;Sup:Wm&amp;Ch</td>
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<td>NSG 395 Coordinating &amp; Improving Care</td>
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<tr>
<td>NSG 300 Transformational Nursing Ldrship &amp; Mgmt</td>
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<td>NSG 320 Transcultural Nursing</td>
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<td>NSG 322 Community &amp; Pub Hlth Nursing</td>
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<tr>
<td>NSG 485 Senior Nursing Practicum</td>
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<tr>
<td>NSG Elective</td>
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<td>PED 172 Healthcare Wellness</td>
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Nursing majors must complete the following courses as part of their Core at Saint Rose requirements:

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<th>Course Number &amp; Title</th>
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<tr>
<td>CSC 111 Intro Computer Science</td>
<td>3</td>
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<td>MAT 180 College Algebra</td>
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<tr>
<td>PHI 102 Ethics and Values</td>
<td>3</td>
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<tr>
<td>PSY 101 General Psychology</td>
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</table>

Nursing majors must also take 6 additional credits of liberal arts and sciences. These courses are beyond the required major and The Core at Saint Rose credits. These courses may be selected from a variety of subjects areas and do not need to be The Core qualifying. PED 172 Healthcare Wellness will count for 2 credits of liberal arts and sciences.

Internship/Field Experiences/Service:

There is in excess of 850 hours of varied clinical experiences.

Culminating Academic Experiences:

Required Course:

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<tr>
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<tr>
<td>NSG 485 Senior Nursing Practicum</td>
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Suggested 4 Year Plan:

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.
<table>
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<tr>
<th>Course Number &amp; Title</th>
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<tr>
<td>PHI 102 Ethics and Values (C4)</td>
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<td>16</td>
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<td>NSG 100 Care and Caring</td>
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<td>NSG 110 Foundations of Prof Nursing</td>
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<tr>
<td>Social Scientific Knowledge &amp; Inquiry Core #2 (C8)</td>
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<td>Term credit total:</td>
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<td>Term: Spring 2</td>
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<tr>
<td>Course Number &amp; Title</td>
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<tr>
<td>NSG 291 Health Promotion and Wellness</td>
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<tr>
<td>*NSG 292 Health Maint, Restor &amp; Support</td>
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<tr>
<td>CHM 170 Chemistry Health Sciences</td>
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<tr>
<td>BIO 270/L Microbiology Health Sciences</td>
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<tr>
<td>NSG 211 Pharmacology</td>
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<tr>
<td>CSC 111 Intro Computer Science (C7)</td>
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<tr>
<td>Literary Studies Core (C2)</td>
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<tr>
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<td>Term: Fall 3</td>
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<td>Term: Spring 3</td>
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<tr>
<td>Course Number &amp; Title</td>
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<tr>
<td>*NSG 394 Complex Maint, Restor &amp; Support: Women &amp; Child Health Issues</td>
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<td>*NSG 395 Coordinating &amp; Improving Care</td>
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<td>*NSG 385 Psych &amp; Mental Health Nursing</td>
<td>3</td>
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<tr>
<td>SOC 288 Social Statistics</td>
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<tr>
<td>Historical Knowledge, Analysis &amp; Perspective Core (C9)</td>
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<tr>
<td>PED 172 Healthcare Wellness</td>
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<td>Term credit total:</td>
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Career Opportunities and Graduate Study:
Graduates with a BS in Nursing have several career opportunities, as they will possess both a baccalaureate degree and license as a registered nurse (RN). Graduates are not only qualified to work as professional nurses in various medical centers, private practice, clinics, etc., but have the skill set to work as legal consultants, writers for educational information at pharmaceutical corporations, work globally, become entrepreneurs, as well as many other occupations.

Additional Requirements for Admission to the Nursing Program:
- Minimum cumulative high school GPA of 82%
- Earned at least a 75% in high school Biology with a lab, Chemistry with a lab, Algebra
- Two Letters of Recommendation: Please have your guidance counselor submit a letter. The second letter of recommendation is required and may be written by a teacher, coach, employer, volunteer coordinator or another professional who can discuss your qualifications for admission. The letter may not be written by a relative.
- An in-person or virtual interview
- A nursing essay (see guidelines and rubric below)
Admission Essay Guidelines

The College of Saint Rose, Department of Nursing requires that you write an essay with information about yourself.

Your essay should include a healthcare-related experience (as a patient, a caregiver or an observer), an experience about working with a team or group, your reasons for choosing to become a nurse, and any experiences that might be difficult for you to encounter as a nurse.

You should:

• Write from your own perspective.

• Discuss where you see yourself working as a professional nurse (it’s okay if you are unsure, just write about what you might be interested in)

• Give examples from your life.

• Be honest with your answers.

Essay format:

• No longer than the equivalent of two typed double-spaced pages, 11-point font

Your essay will be scored by the Admission Committee according to the rubric below. Carefully review your essay before you submit it to make sure that it reflects who you are and that the essay is indicative of your best work.

The College of Saint Rose
School of Math and Science
Department of Nursing

APPLICATION ESSAY RUBRIC

Criteria Writing is excellent (2 points) Writing is acceptable (1 point) Writing is poor (0 points)

Mechanics: Spelling, Punctuation, Syntax, Grammar

Contains no more than one minor problem with sentence structure, standard usage including agreement of tense and case, or error in spelling, capitalization

Occasional problems with sentence structure, standard usage including agreement of tense and case, occasional errors in spelling, capitalization

Multiple problems with sentence structure, lapses in agreement of tense and case, multiple errors in spelling, capitalization, and punctuation

Language

Writer uses intentional and effective language choices that make the writer's voice personal and honest. It gives a clear picture of the writer.

Writer uses somewhat clichéd or unclear language choices that make the writer's voice generic or stereotypical. It may not further the essay's purpose due to blandness. It gives somewhat of a picture of the writer.

Writer uses basic, clichéd or very unclear language choices that give no voice at all. It gives no picture of the writer.

Person

Writer comes across appropriately to the essay's target audience. Essay uses appropriate tone and details to present writer as an

Writer comes across inconsistently to the essay's target audience. Essay's tone and/or details could cast the writer

Writer's tone and/or details present the writer as an undesirable candidate for admission.
ideal candidate for admission.

Find Out More:
• Mission and History
• Academic Policies
• Academic Integrity
• Academic Scholarship
• Faculty Directory
• Library
• Technology
• Career Center
• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics

Political Science – BA

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

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

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

Program Contacts:
Dr. Ryane McAuliffe Straus
Chair, History & Political Science Department
Email: strausr@mail.strose.edu

Program Webpage: https://www.strose.edu/history-and-political-science/

Program Requirements:
Major in Political Science (45 credits)

POS 100 Intro:History & Politics 1
POS 112 Critical Analysis US Politics 4
POS 142 Political Ideologies 4
POS 171 International Relations 4
POS 173 Comparative Politics 4
POS 200 Theories/Methods Polit Inquiry 4
POS 498 Capstone Seminar 4
Five additional 300- or 400-level POS courses 20

POS 498 Prerequisite: a 300-level Political Science course

Additional Political Science courses must include one from each of the four subfields:
- U.S. Politics
- Political Theory
- Comparative Politics
- International Relations

Independent Study Policy:
Independent studies provide intensive advanced opportunities for motivated students to deepen their exploration of a topic that they’ve already demonstrated interest and mastery over based upon successful completion of an introductory course.

Independent studies, moreover, are designed to offer exposure to intellectual work that does not fall within the required curriculum and is not offered in the regular course rotation. Independent studies cannot be used as a substitute for academic requirements in the major or concentration.
Internship/Field Experiences/Service:
For Political Science majors, Albany is an ideal location. Political Science internships and history field experiences are readily available. Internships are designed to provide students interested in politics with an opportunity to study the political process first hand by working in the New York State Legislature, public offices, law firms, and community agencies. Students are encouraged to take 3-15 credit hours of history field experience or political science internships as part of their general electives for their degree program. They may also pursue up to six credit hours in independent study or directed readings after completing the required upper-division coursework in that geographic area or subfield. At least 33 of the 45 credits required in the major must be completed at The College of Saint Rose.

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

Required Course:
POS 498 Capstone Seminar
Prerequisite: a 300-level Political Science course

The Capstone Seminar topic changes each semester

Suggested 4 Year Course Plan:
This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

First Year
Fall
POS 100 Intro to Methods - 1 cr.
POS 112 US Politics (fulfills C8) - 4 cr
POS 142 Pol Ideologies- 4 cr.
ENG 105 Composition (C1) – 4 cr.
PHI or RLS (C4) – 3 cr.
16 cr.

Spring
POS 171 Intl Relations – 4
POS 173 Comp Politics – 4

Sophomore Year
Fall
POS 200 Thrs and Meth – 4
Elective or minor course – 3-4
Literature (C2) – 4
Language (C3) – 3
14-15 cr.

Spring
POS 3XX – 4
Elective or minor course 3- 4
CSc (C7) – 3
Lab Science (C5) – 4
14-15 cr.

Junior Year
Fall
POS 3XX – 4
POS 3XX-4
ECO or SOC or PSY (C8) – 3
Elective or minor course – 3-4
14-15 cr.

Spring
POS 3XX – 4
POS 3XX – 4
Elective or minor course – 3-4
Elective or minor course – 3-4
14-16 cr.

Senior Year
Fall
POS 498 Capstone – 4
Elective or minor course – 3-4
Elective or minor course – 3-4
13-16 cr.

Spring
POS 492 Internship—15
OR
Elective or minor course 3-4
Elective or minor course 3-4

HIS (C9) 4
Math (C6) – 3
15 cr.
Career Opportunities and Graduate Study:
The major in Political Science is designed to provide a liberal, career-oriented education for students seeking employment in government, foreign service, museums, business, industry, and teaching; to prepare students for law school; and to prepare students of demonstrated competence for graduate study in Political Science.

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

Psychology – BA

Program Overview:
The bachelor of arts (BA) degree in psychology at The College of Saint Rose offers students the opportunity to develop a basic level of knowledge of the discipline of psychology by taking courses in empirical, social-developmental, and applied-clinical areas, with additional elective courses of particular interest to their career goals. The BA degree may be easily combined to form double majors with other disciplines and is ideally suited to accommodate students with diverse educational interests that might be achieved through combining the major with minors and certificates offered by other departments. The BA degree provides students with excellent preparation for post-graduation employment in a wide variety of fields including human resources, sales, pre-school education, office management, case management, financial consulting, state police, respite provider, and many others. Students with interests in pursuing a master's or doctoral degree in any field of psychology or related field following graduation should complete the bachelor of science degree or should double major by combining the BA degree in psychology with another major.

Students must earn a minimum grade of C- in every course for the major. Except in special cases where a student receives written approval from the department chairperson based on a decision made by the members of the full-time psychology department faculty, no student may repeat a course offered by the psychology department more than once. Two failures of a core course will result in dismissal from the major. Majors may not take courses required for the major (except internships) on a pass/fail basis. Once having declared either the BA or BS Psychology major, students must satisfy all remaining core, distribution and other courses applicable to the major at The College of Saint Rose. The department does not allow students to replace courses offered by the department with Independent Studies.

Students wishing to complete internships must have junior or senior standing and a minimum cumulative Psychology GPA of 3.0 and a minimum overall cumulative GPA of 3.0. Students with a major and overall GPA between 2.7 and 2.99 may petition the Department of Psychology for special permission to complete an internship. All students must obtain the consent of the Psychology department prior to registration for the internship.

Online Program:
The online bachelor of arts (BA) degree in psychology at The College of Saint Rose is available for transfer students who have already completed the NY State Department of Education General Education requirements and students who have already completed the College's Liberal Education requirements or will be able to complete their remaining requirements online. Transfer students will seamlessly transfer all of their Liberal Education requirements to Saint Rose. Students will complete their remaining requirements online in a remote format, and thus, this program will have a significant tuition discount.

Program Contacts:
Dr. Robert Flint
Chair, Psychology Department
Email: flintr@strose.edu
Program Webpage: Psychology, BS

Program Requirements:
Major in Psychology-Bachelor of Arts (34 credits)

Core Courses (13 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 110</td>
<td>Foundations of Psychology 1</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111</td>
<td>Foundations of Psychology 2</td>
<td>3</td>
</tr>
<tr>
<td>PSY 294</td>
<td>Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 491</td>
<td>Senior Seminar: Career Prep</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology as an empirical science (3 credits)

Choose from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 320</td>
<td>Biopsychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 375</td>
<td>Sensation and Perception</td>
<td>4</td>
</tr>
<tr>
<td>PSY 391</td>
<td>Learning</td>
<td>4</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Psychometrics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 420</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 320L</td>
<td>(1 credit) recommended to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>accompany PSY 320</td>
<td></td>
</tr>
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</table>
Psychology as a social-developmental science (3 credits)
Choose from:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 200</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Developmental Psych: Childhood</td>
<td>3</td>
</tr>
<tr>
<td>PSY 252</td>
<td>Devel Psy: Adolesces &amp; Emerg Adult</td>
<td>3</td>
</tr>
<tr>
<td>PSY 254</td>
<td>Devel Psy: Adulthood &amp; Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSY 260</td>
<td>Psychology of Gender</td>
<td>3</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 385</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 400</td>
<td>Personality</td>
<td>3</td>
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</table>

Psychology as an applied-clinical science (3 credits)
Choose from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 255</td>
<td>Parenting: Psych Theory &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>PSY 290</td>
<td>Psy Persp on Death &amp; Dying</td>
<td>3</td>
</tr>
<tr>
<td>PSY 352</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 363</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 365</td>
<td>Introduction to Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 415</td>
<td>Clinical Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology electives (13 credits)
Students completing the BA in Psychology may wish to explore and emphasize particular areas. Elective courses in psychology may include FPY 262 and any PSY prefix courses at the 200 level or above.

Internship/Field Experiences/Service:

Internships
Internship experience is particularly important in order to gain experience relevant to potential careers of interest. In order to be eligible for an internship, the Department of Psychology requires BA students to have junior or senior level standing and an overall GPA of 3.0 and a Psychology GPA of 3.0. Students with overall and major GPAs between 2.7 and 2.99 may petition the Department for special permission to complete an internship. Once these requirements are met, students may arrange internships for 1 to 6 credit hours. Some of the internship sites where our students have been recently placed are listed below.

- Albany Medical College, Department of Neuropharmacology and Neuroscience
- Albany Medical College, Department of Psychiatry
- Albany Medical College, Pediatrics Intensive Care Unit
- Community Hospice of Albany County at St. Peter's Hospital
- East Greenbush Schools
- Ford Eddy Rehabilitation Facility
- Green County Long Term Care Facility
- Human Resource Associates
- New York State Police
- Orange Regional Medical Center
- Parsons Family Child Center
- Samaritans Suicide Prevention Hotline
- St. Anne's Institute
- St. Peter's Hospital Pediatrics Ward

St. Peter's Hospital Alcohol Rehabilitation Center

Culminating Academic Experiences:
Required Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 491</td>
<td>Senior Seminar: Career Prep</td>
<td>3</td>
</tr>
</tbody>
</table>

Suggested 4 Year Course Plan:
This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

Fall of Year 1:

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 105</td>
<td>Expository Writing, Speaking, &amp; Research Techniques (C1)</td>
<td>4</td>
</tr>
<tr>
<td>PHI, RLS</td>
<td>Philosophical and Religious Traditions (C4)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 110</td>
<td>Foundations of Psychology 1 (C8)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111</td>
<td>Foundations of Psychology 2</td>
<td>3</td>
</tr>
</tbody>
</table>

Winter Immersion of Year 1: OPTIONAL

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
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</tbody>
</table>

Total Credits 16

Spring of Year 1:
<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARA, CHN, FRE, GRK, ITA, POR, RUS, SLG, or SPA</td>
<td>Study of World Languages and Cultures (C3)</td>
<td>3</td>
</tr>
<tr>
<td>ENG</td>
<td>Literary Studies (C2)</td>
<td>4</td>
</tr>
<tr>
<td>PSY 255, 290, 352, 363, 365, or 416</td>
<td>Psychology as an Applied-Clinical Science (1 Required Course)</td>
<td>3</td>
</tr>
<tr>
<td>ECO, POS or SOC</td>
<td>Social Scientific Knowledge and Inquiry (C8)</td>
<td>3</td>
</tr>
<tr>
<td>Any Liberal Arts &amp; Sciences</td>
<td>Additional NYSED Liberal Arts &amp; Sciences (3 of 19 Required Credits)</td>
<td>3</td>
</tr>
<tr>
<td>Bi, CHM, ESC, or PHY</td>
<td>Scientific Knowledge and Inquiry with a lab (C5)</td>
<td>4</td>
</tr>
<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
<td>3</td>
</tr>
<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
<td>2</td>
</tr>
<tr>
<td>Any Liberal Arts &amp; Sciences</td>
<td>Additional NYSED Liberal Arts &amp; Sciences (3 of 19 Required Credits)</td>
<td>3</td>
</tr>
<tr>
<td>Summer of Year 2: OPTIONAL</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT</td>
<td>Mathematical Reasoning (C6)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 294</td>
<td>Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 200, 250, 252, 254, 260, 310, 385, or 400</td>
<td>Psychology as a Social-Developmental Science (1 Required Course)</td>
<td>3</td>
</tr>
<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
<td>3</td>
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<tr>
<td>Summer of Year 2: OPTIONAL</td>
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</table>

Total Credits 15
**Fall of Year 3:**

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC</td>
<td>Computational Logic and Reasoning (C7)</td>
<td>3</td>
</tr>
<tr>
<td>HIS</td>
<td>Historical Knowledge, Analysis, and Perspective (C9)</td>
<td>3</td>
</tr>
<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
<td>3</td>
</tr>
<tr>
<td>Any PSY</td>
<td>PSY Elective (3 of 13 Required Credits)</td>
<td>3</td>
</tr>
<tr>
<td>Any PSY</td>
<td>PSY Elective (3 of 13 Required Credits)</td>
<td>3</td>
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<tr>
<td></td>
<td>Total Credits</td>
<td>15</td>
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</table>

**Winter Immersion of Year 3: OPTIONAL**

**Fall of Year 4:**

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 491</td>
<td>Senior Seminar: Career Prep</td>
<td>3</td>
</tr>
<tr>
<td>Any PSY</td>
<td>PSY Elective (3 of 13 Required Credits)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 330, 375, or 391</td>
<td>Psychology as an Empirical Science Lab Course (1 Required Course)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Spring of Year 3:**

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
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</tr>
<tr>
<td>Any PSY</td>
<td>PSY Elective (3 of 13 Required Credits)</td>
<td>3</td>
</tr>
<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
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<tr>
<td></td>
<td>Total Credits</td>
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</tbody>
</table>

**Winter Immersion of Year 4: OPTIONAL**

**Summer of Year 3: OPTIONAL**

**Course Prefix/Number** | **Course Title** | **Credits**
---|---|---
Any PSY | PSY Elective (3 of 13 Required Credits) | 3
PSY 330, 375, or 391 | Psychology as an Empirical Science Lab Course (1 Required Course) | 4
Any Extra PSY, Lib Ed, or Gen Ed | Open Elective – May be used for within-major concentration, minor, or second major | 2

**Total Credits** | **15**
### Spring of Year 4:

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 330, 375, 391, 410, or 420</td>
<td>Psychology as an Empirical Science 2nd Course (May be a second 4-credit lab or a 3 credit course from the list)</td>
<td>3</td>
</tr>
<tr>
<td>Any PSY</td>
<td>PSY Elective (1 of 13 Required Credits)</td>
<td>1</td>
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<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
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<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
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<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
<td>2</td>
</tr>
<tr>
<td>Any Liberal Arts &amp; Sciences</td>
<td>Additional NYSED Liberal Arts &amp; Sciences (1 of 19 Required Credits)</td>
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</table>

**Total Credits**: 13

### Summer of Year 4: OPTIONAL

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CSC 114</td>
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</tr>
<tr>
<td>MAT 180</td>
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<tr>
<td>BUS 280</td>
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<tr>
<td>ACC 122</td>
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<td>ECO 205</td>
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<td>ECO 206</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 301</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

While not required, we encourage students to take the following undergraduate business courses as part of their undergraduate coursework.

### Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center

### Accelerated Degree Option: Psychology BA + MBA:

Students in the B.A. Psychology/MBA accelerated course of study are required to take the following undergraduate business courses. These courses provide a strong foundation in business, making it easier for the student to transition to graduate level business courses.

**Additional Required UG Courses**

- CSC 114
- MAT 180
- BUS 280
- ACC 121
- ACC 122
- ECO 205
- ECO 206
- BUS 301

**Recommended UG Courses**

- BUS 246
- BUS 253

Students in this accelerated course of study will use the following course substitutions to complete the undergraduate and graduate degrees at an accelerated pace.
Course Substitutions

<table>
<thead>
<tr>
<th>Undergraduate Course</th>
<th>Graduate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Elective</td>
<td>ACC 522</td>
</tr>
<tr>
<td>General Elective</td>
<td>MBA 516</td>
</tr>
<tr>
<td>General Elective</td>
<td>MBA 517</td>
</tr>
<tr>
<td>General Elective</td>
<td>MBA 555</td>
</tr>
<tr>
<td>General Elective</td>
<td>MBA Elective</td>
</tr>
</tbody>
</table>

Requirements for the Master of Business Administration can be found in the current Graduate Catalog.

General Information on Accelerated Degree Options (Bachelor's + Master's):

Eligibility Standards:

High School Students:
- Minimum high school GPA of 92
- Combined SAT of 1100 (out of 1600) OR ACT of 24
- Letter of recommendation specifically for the Accelerated Bachelor's/Master's Degree Program from a high school teacher or counselor

Transfer Students:
- 45 credits completed
- GPA of 3.4 overall or at least a 3.4 GPA in the last 30 credits
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a faculty member from either Saint Rose or the institution from which the student transferred

Current Saint Rose Students:
- 45 credits completed
- Overall GPA of 3.4
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a Saint Rose faculty member

Maintaining Status in Accelerated Programs:
- Overall GPA of 3.4 at the completion of 45 credits
- Overall GPA of 3.0 from the completion of 45 credits to completion of the undergraduate degree
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting

- Students can receive no more than one C in a graduate level course. An earned C must be retaken at the graduate level unless otherwise specified by the program.
- Students cannot receive a failing grade in a graduate level course.

Losing Eligibility for an Accelerated Bachelor's/Master's Degree Option:

Students who do not maintain the standards outlined for their Accelerated Bachelor's/Master's Degree Option will lose eligibility for this completion option. If these students are in otherwise good standing with the College, they can continue in their current undergraduate program or move to another undergraduate major. We propose that up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher may be applied to their undergraduate degree. These credits might be applied as either general elective credits or to fulfill a requirement within the undergraduate major, depending on the undergraduate major's grade requirements. Major grade restrictions would still apply. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Discontinuing an Accelerated Bachelor's/Master's Degree Options:

Students in good standing may choose to discontinue an Accelerated Bachelor's/Master's Degree Option or withdraw from a dual degree program. These students may then move to another program offered by the college. Up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher would be applied to their undergraduate degree. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Opportunity to apply graduate credits to a future master's degree at Saint Rose if no longer enrolled in Accelerated Program:

Students who withdraw or are dismissed from the Accelerated Bachelor's/Master's Degree Option may apply to a Saint Rose Master's Degree program after completion of the Bachelor's Degree. If accepted to a Saint Rose master's degree program these students may transfer up to 12 graduate credits earned as part of their Saint Rose Bachelor's Degree. Specific courses must be approved for transfer by the faculty advisor, and Department Chair/Program Coordinator. Transfer credit is allowed only for courses in which students have received a grade of “B” or better and within the six-year time limit allowed for completion of the Master's Degree or Certificate of Advanced Study. No more than half of a Certificate of Advanced Study or Master's Degree can be fulfilled with credits that had been applied to a Saint Rose Bachelor's Degree.
Reinstatement in Accelerated Bachelor’s/Master’s Degree Options:

Students in good academic standing with the college but previously declared ineligible from their Accelerated Bachelor’s/Master’s Degree Option can apply for reinstatement to the Accelerated Bachelor’s/Master’s Degree Option after retaking undergraduate courses that resulted in their change of eligibility and/or after earning an overall undergraduate GPA of 3.0 or higher. Students who earned any graduate grade lower than a C or more than one C at the graduate level may not reapply for reinstatement into the Accelerated degree option.

Advising:

Students in this Accelerated Bachelor’s/Master’s Degree Course of Study will have two advisors while they are undergraduates. A faculty member from the student’s undergraduate discipline will serve as the primary advisor while the student is an undergraduate. A faculty member from the graduate program will serve as a secondary advisor. After completing the Bachelor’s Degree the advisor from the graduate program will serve as the student’s sole advisor.

Psychology – BS

Program Overview:
The bachelor of science (BS) degree in psychology at The College of Saint Rose offers students the opportunity to develop extensive knowledge of the discipline of psychology as a science including its modes of inquiry and major schools of thought. As an integral part of a liberal arts education, emphasis is on the holistic appreciation of the human being through an understanding of the interactions among cognitive, social, emotional, and biological factors. In its eclectic emphasis, the Psychology program prepares students to pursue graduate study in a variety of fields such as psychology, business, counseling, social work, or women's and gender studies. The major also prepares students to enter careers in human services, business, and industry.

The Psychology (BS) major has been developed with guidance from the five learning objectives recommended for undergraduate Psychology programs by the American Psychological Association. These objectives include Knowledge Base in Psychology, Scientific Inquiry and Critical Thinking, Ethical and Social Responsibility in a Diverse World, Communication, and Professional Development.

Students must earn a minimum grade of C- in every course required for the major and any concentration(s). Except in special cases where a student receives written approval from the department chairperson based on a decision made by the members of the full-time psychology department faculty, no student may repeat a course offered by the psychology department more than once. Two failures of a core course will result in dismissal from the major. Majors may not take courses required for the major (except internships) on a pass/fail basis. Once having declared the BS Psychology major, students must satisfy all remaining core, distribution and other courses applicable to the major at The College of Saint Rose. The department does not allow students to replace courses offered by the department with Independent Studies.

Students wishing to complete internships for the BS degree must have junior or senior standing, a minimum cumulative Psychology GPA of 3.0 and a minimum overall cumulative GPA of 3.0. In addition, students must obtain the consent of the Psychology department prior to registration for the internship.

The Department of Psychology is pleased to offer research honors to students who demonstrate excellence in academic and research activities. For those interested in honors-level undergraduate research, please refer to the Honors Research section.

Program Contacts:
Dr. Robert Flint
Chair, Psychology Department
Email: flintr@strose.edu
Program Webpage: Psychology, BS

Program Requirements:

Major in Psychology-Bachelor of Science (52 credits)

Core Courses (25 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY 110</td>
<td>Foundations of Psychology 1</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111</td>
<td>Foundations of Psychology 2</td>
<td>3</td>
</tr>
<tr>
<td>PSY 180</td>
<td>First Year Psych Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PSY 295</td>
<td>Research Methods/Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 299</td>
<td>Research Methods/Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Biopsychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 320L</td>
<td>Biopsychology Lab</td>
<td>1</td>
</tr>
<tr>
<td>PSY 497</td>
<td>Senior Sem: History &amp; Systems</td>
<td>3</td>
</tr>
<tr>
<td>PSY 498</td>
<td>Senior Sem: Research in Psych</td>
<td>3</td>
</tr>
<tr>
<td>PSY 497L</td>
<td>Senior Seminar Lab</td>
<td>1</td>
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<tr>
<td>or</td>
<td></td>
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</tr>
<tr>
<td>PSY 498L</td>
<td>Senior Seminar Lab</td>
<td>1</td>
</tr>
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</table>

Psychology as an empirical science (7 credits; one must be a 4-credit lab course)

Choose from:

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>PSY 330</td>
<td>Neuropsychology</td>
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<tr>
<td>PSY 375</td>
<td>Sensation and Perception</td>
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<tr>
<td>PSY 391</td>
<td>Learning</td>
<td>4</td>
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<tr>
<td>PSY 410</td>
<td>Psychometrics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 420</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology as a social-developmental science (6 credits; must include a diversity course*)

Choose from:

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<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>PSY 200</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Developmental Psych: Childhood</td>
<td>3</td>
</tr>
<tr>
<td>PSY 252</td>
<td>Devel Psy:Adoles &amp; Emerg Adult</td>
<td>3</td>
</tr>
<tr>
<td>PSY 254</td>
<td>Devel Psy: Adulthood &amp; Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSY 260</td>
<td>Psychology of Gender</td>
<td>3</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 385</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 400</td>
<td>Personality</td>
<td>3</td>
</tr>
</tbody>
</table>

*Department-designated diversity courses: PSY 200, PSY 252, PSY 260, PSY 310, PSY 385.
Psychology as an applied-clinical science (6 credits)

Choose from:

- PSY 255 Parenting: Psych Theory & Research 3
- PSY 290 Psych Persp on Death & Dying 3
- PSY 352 Health Psychology 3
- PSY 363 Abnormal Psychology 3
- PSY 365 Introduction to Psychotherapy 3
- PSY 415 Clinical Psychology 3

Psychology electives (8 credits)

Students in the bachelor of science Psychology major may wish to explore and emphasize particular areas of interest. Elective courses in psychology may include FPY 262 and any PSY prefix courses at the 200 level or above.

Concentrations Offered Within the Psychology Major

The Psychology Department offers concentrations in Health Psychology, Behavioral Neuroscience, Industrial/Organizational Psychology, Clinical/Counseling Psychology, School Psychology, Social/Personality, Human Development and Communication Sciences & Disorders for students pursuing the BS in Psychology. The concentrations are designed to allow BS majors to pursue specialized interests while completing foundational courses in the major. The concentrations allow students to focus on specific topics and may help to prepare students for graduate study in specific areas within psychology or related disciplines.

Behavioral Neuroscience Concentration (26 credits)

The Behavioral Neuroscience concentration is a multidisciplinary focus on the relationships between brain and behavior. Students will be required to successfully complete courses from the Psychology, Biology, and Chemistry departments. These courses will help students to develop a firm understanding of the neurobiology of the nervous system and its relationship to a wide variety of normal and abnormal behaviors. Successful completion of this concentration will prepare students for graduate study in psychology, neuroscience, or related disciplines.

- CHM 190 Gen Chemistry 1 3
- CHM 190L Gen Chemistry 1 Lab 1
- CHM 191 Gen Chemistry 2 3
- CHM 191L Gen Chemistry 2 Lab 1
- BIO 210 Anatomy and Physiology 3
- BIO 210L Anatomy and Physiology Lab 1
- PSY 345 Intro to Psychopharmacology 3
- PSY 375 Sensation and Perception 4
- PSY 391 Learning 4
- PSY 490 Psychology Internship 1 to 6
- or PSY 495 Directed Research 1 to 6

Strongly recommended courses for Behavioral Neuroscience Concentrators:

- CHM 201 Organic Chemistry 1 3
- CHM 201L Organic Chemistry 1 Lab 1
- CHM 202 Organic Chemistry 2 3
- CHM 202L Organic Chemistry 2 Lab 1
- BIO 307 Biochemistry 3
- BIO 307L Biochemistry Lab 1
- BIO 351 Cell Biology 3
- BIO 351L Cell Biology Lab 1

Clinical/Counseling Concentration (28 credits)

The Clinical/Counseling concentration focuses on courses that relate to mental health. Therapeutic approaches and perspectives are emphasized. Successful completion of this concentration will prepare students for entry-level careers in human services and the helping professions, as well as graduate study in clinical or counseling psychology.

- PSY 200 Human Sexuality 3
- PSY 290 Psych Persp on Death & Dying 3
- PSY 330 Neuropsychology 4
- PSY 345 Intro to Psychopharmacology 3
- PSY 363 Abnormal Psychology 3
- PSY 365 Introduction to Psychotherapy 3
- PSY 400 Personality 3
- PSY 410 Psychometrics 3
- PSY 415 Clinical Psychology 3

Strongly recommended for Clinical/Counseling concentrators:

- PSY 490 Psychology Internship 1 to 6

Communication Sciences & Disorders Concentration (29 credits)

The Communication Sciences & Disorders concentration is designed to provide students with an understanding of psychological factors involved in health. Most students who desire to pursue a career in health psychology will need to pursue a graduate degree. Thus, the following courses are designed to prepare students for further study in health psychology.

- CSD 100 Survey of Comm Sci & Disorders 3
- CSD 109 Phonetics 4
- CSD 204 Anatomy & Physiol Spch/Swallow 4
- CSD 240 Language Development 3
- EDU 300 Foundations of Education 3
- PHY 100 Introduction to Physics 3
- PSY 420 Cognitive Psychology 3
- PSY 250 Developmental Psych: Childhood 3
- or PSY 252 Devel Psy: Adolesc & Emerg Adult 3
- or PSY 254 Devel Psy: Adulthood & Aging 3

Subtotal: 35

Health Psychology Concentration (22 credits)

The Health Psychology concentration is designed to provide students with an understanding of psychological factors involved in health. Most students who desire to pursue a career in health psychology will need to pursue a graduate degree. Thus, the following courses are designed to prepare students for further study in health psychology.

As an applied area of psychology, an understanding of health psychology draws upon many of the basic areas within psychology. The required courses below are designed to provide students with exposure to many of these basic areas. Additionally, students are encouraged to take many of the courses from the strongly recommended list as they also relate to health psychology.

- PSY 200 Human Sexuality 3
- PSY 290 Psych Persp on Death & Dying 3
- PSY 292 Motivation 3
- PSY 310 Social Psychology 3
- PSY 330 Neuropsychology 4
- PSY 352 Health Psychology 3
- PSY 490 Psychology Internship 1 to 6
- or PSY 495 Directed Research 1 to 6
Successful completion of this concentration will prepare students to pursue graduate study in developmental psychology and related fields, as well as enter careers in the helping professions and human services. The concentration prepares students to pursue graduate study in industrial and organizational psychology. This concentration can lead to a variety of career options in both clinical and educational settings.

**Industrial/Organizational Psychology Concentration (27 credits)**

The Industrial/Organizational Psychology concentration is designed to prepare undergraduate students who have an interest in pursuing additional graduate study in school psychology which can lead to a variety of career options in both clinical and educational settings.

**Core Topics in Social/Personality Psychology (9 Credits)**

Choose 3 from the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 280</td>
<td>Psychology of Love</td>
<td>3</td>
</tr>
<tr>
<td>PSY 301</td>
<td>Movies and the Modern Mind</td>
<td>3</td>
</tr>
<tr>
<td>PSY 380</td>
<td>Topics</td>
<td>1 to 4</td>
</tr>
<tr>
<td>PSY 402</td>
<td>Prejudice and Discrimination</td>
<td>3</td>
</tr>
<tr>
<td>PSY 495</td>
<td>Directed Research</td>
<td>1 to 6</td>
</tr>
<tr>
<td>PSY 380</td>
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<td>3</td>
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</table>

**Topics Related to Social/Personality Psychology (9 Credits)**

Choose 3 from the courses below:

<table>
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<tr>
<th>Course</th>
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<tr>
<td>FPY 262</td>
<td>Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 316</td>
<td>Media Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 334</td>
<td>The Science of Happiness</td>
<td>3</td>
</tr>
<tr>
<td>PSY 352</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 385</td>
<td>Cross-Cultural Psychology</td>
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</table>

**Strongly recommended courses for Social Psychology concentrators:**

<table>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 490</td>
<td>Psychology Internship</td>
<td>1 to 6</td>
</tr>
<tr>
<td>BUS 494</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

**School Psychology Concentration (24 credits)**

The School Psychology concentration introduces undergraduate students to foundational concepts in psychology as applied in educational and clinical settings that serve children, adolescents, and their families. The concentration focuses on human development, cognition, core psychotherapeutic diagnostic and intervention concepts, and issues in educational psychology. This concentration is designed to prepare undergraduate students who have an interest in pursuing additional graduate study in school psychology which can lead to a variety of career options in both clinical and educational settings.

**Required Courses (6 Credits)**

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<td>Parenting:Psych Theory&amp;Rsrch</td>
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**Human Development Concentration (24 credits)**

The Human Development concentration focuses on courses that relate to the life cycle. Multiple approaches to life-span development are emphasized. The concentration prepares students to pursue graduate study in developmental psychology and related fields, as well as enter careers in the helping professions and human services.

**Strongly recommended courses for Health Psychology concentrators:**

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<tr>
<td>BIO 116L</td>
<td>Drugs &amp; Your Body Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 118</td>
<td>Biology of AIDS</td>
<td>4</td>
</tr>
<tr>
<td>PED 179</td>
<td>Stress Management</td>
<td>1</td>
</tr>
<tr>
<td>PSY 391</td>
<td>Learning</td>
<td>4</td>
</tr>
<tr>
<td>SWK 364</td>
<td>Substance Abuse</td>
<td>3</td>
</tr>
</tbody>
</table>

**Industrial/Organizational Psychology Concentration (27 credits)**

The Industrial/Organizational Psychology concentration is designed to provide students with an understanding of psychological factors in social and personality psychology. Most students who desire to pursue a career in social/personality psychology will need a graduate degree. Thus, the following courses are designed to prepare students for further study in social/personality psychology.

**Required Courses (6 Credits)**

<table>
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<tr>
<th>Course</th>
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<tr>
<td>PSY 310</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
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<td>Personality</td>
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</tbody>
</table>
**Internship/Field Experiences/Service:**

**Internships**

Internship experience is particularly important for some of the more applied fields within Psychology such as clinical, counseling, forensic, and industrial/organizational psychology. In order to be eligible for an internship, the Department of Psychology requires students to have junior or senior level standing, an overall GPA of 3.0, and a Psychology GPA of 3.0. Once these requirements are met, students may arrange internships for 1 to 6 credit hours. Some of the internship sites where our students have been recently placed are listed below.

- Albany Medical College, Department of Neuropharmacology and Neuroscience
- Albany Medical College, Department of Psychiatry
- Albany Medical College, Pediatrics Intensive Care Unit
- Community Hospice of Albany County at St. Peter's Hospital
- East Greenbush Schools
- Ford Eddy Rehabilitation Facility
- Green County Long Term Care Facility
- Human Resource Associates
- New York State Police
- Orange Regional Medical Center
- Parsons Family Child Center
- Samaritans Suicide Prevention Hotline
- St. Anne's Institute
- St. Peter's Hospital Pediatrics Ward
- St. Peter's Hospital Alcohol Rehabilitation Center

**Culminating Academic Experiences:**

**Required Course:**

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 105</td>
<td>Expository Writing, Speaking, &amp; Research Techniques (C1)</td>
<td>4</td>
</tr>
<tr>
<td>PHI, RLS</td>
<td>Philosophical and Religious Traditions (C4)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 110</td>
<td>Foundations of Psychology 1 (C8)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111</td>
<td>Foundations of Psychology 2</td>
<td>3</td>
</tr>
<tr>
<td>PSY 180</td>
<td>Psychology First Year Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 16

**Winter Immersion of Year 1: OPTIONAL**

**Suggested 4 Year Course Plan:**

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

**Fall of Year 1:**

**Course Prefix/Number**

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 105</td>
<td>Expository Writing, Speaking, &amp; Research Techniques (C1)</td>
<td>4</td>
</tr>
<tr>
<td>PHI, RLS</td>
<td>Philosophical and Religious Traditions (C4)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 110</td>
<td>Foundations of Psychology 1 (C8)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111</td>
<td>Foundations of Psychology 2</td>
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</tr>
<tr>
<td>PSY 180</td>
<td>Psychology First Year Seminar</td>
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Total Credits: 16

**Spring of Year 1:**

**Course Prefix/Number**

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Course Title</th>
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<tr>
<td>ARA, CHN, FRE, GRK, ITA, POR, RUS, SLG, or SPA</td>
<td>Study of World Languages and Cultures (C3)</td>
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<tr>
<td>ENG</td>
<td>Literary Studies (C2)</td>
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<tr>
<td>PSY 255, 290, 352, 363, 365, or 416</td>
<td>Psychology as an Applied-Clinical Science (1st of 2 Required Courses)</td>
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</tr>
<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
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<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-</td>
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<td>Course Prefix/Number</td>
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<tr>
<td>MAT</td>
<td>Mathematical Reasoning (C6)</td>
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<tr>
<td>PSY 295</td>
<td>Research Methods &amp; Statistics 1</td>
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<tr>
<td>PSY 200, 250, 252, 254, 260, 310, 385, or 400</td>
<td>Psychology as a Social-Developmental Science (1st of 2 Required Courses)</td>
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<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
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**Summer of Year 1: OPTIONAL**

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<tr>
<td>PSY 299</td>
<td>Research Methods &amp; Statistics 2</td>
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<td>Psychology as an Applied-Clinical Science (2nd of 2 Required Courses)</td>
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**Fall of Year 2:**

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<tbody>
<tr>
<td>BIO, CHM, ESC or PHY</td>
<td>Scientific Knowledge and Inquiry with a lab (C5)</td>
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<tr>
<td>PSY 255, 290, 252, 262, 265, or 415</td>
<td>Psychology as an Applied-Clinical Science (2nd of 2 Required Courses)</td>
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<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
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**Summer of Year 2: OPTIONAL**

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<tbody>
<tr>
<td>PSY 299</td>
<td>Research Methods &amp; Statistics 2</td>
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</tr>
<tr>
<td>PSY 255, 290, 252, 262, 265, or 415</td>
<td>Psychology as an Applied-Clinical Science (2nd of 2 Required Courses)</td>
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<tr>
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**Fall of Year 3:**

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<tr>
<td>CSC</td>
<td>Computational Logic and Reasoning (C7)</td>
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<tr>
<td>HIS</td>
<td>Historical Knowledge and Perspective (C9)</td>
<td>3</td>
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<tr>
<td>PSY 320</td>
<td>Biopsychology</td>
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<tr>
<td>PSY 320L</td>
<td>Biopsychology Lab</td>
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<tr>
<td>Any PSY</td>
<td>PSY Elective (3 of 8 Required Credits)</td>
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<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
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Winter Immersion of Year 3: OPTIONAL

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>PSY 200, 250, 252, 254, 260, 310, 385, or 400</td>
<td>Psychology as a Social-Developmental Science (2nd of 2 Required Courses)</td>
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Spring of Year 3:

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>PSY 200, 250, 252, 254, 260, 310, 385, or 400</td>
<td>Psychology as a Social-Developmental Science (2nd of 2 Required Courses)</td>
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<tr>
<td>Any PSY</td>
<td>PSY Elective (3 of 8 Required Credits)</td>
<td>3</td>
</tr>
<tr>
<td>ECO, POS or SOC</td>
<td>Social Scientific Knowledge and Inquiry (C8)</td>
<td>3</td>
</tr>
<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
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<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
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Total Credits: 14

Winter Immersion of Year 4: OPTIONAL

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<tr>
<td>PSY 330, 375, 391, 410, or 420</td>
<td>Psychology as an Empirical Science 2nd Course (May be a second 4-credit lab or a 3 credit course from the list)</td>
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<td>Any PSY</td>
<td>PSY Elective (2 of 8 Required Credits)</td>
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<tr>
<td>Any Extra PSY, Lib Ed, or Gen Ed</td>
<td>Open Elective – May be used for within-major concentration, minor, or second major</td>
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Fall of Year 4:
Admission – High School Students:

• High school GPA of 92% or higher
• High school STEM course GPA of 90% or higher

Admission – Current and Transfer Students:

• Overall college GPA of 3.2 or higher
• Major GPA of 3.4 or higher
• Current and transfer students must have completed at least 1 college/university semester or the equivalent and must be able to complete a minimum of 2 honors sections of their core courses for the major at The College of Saint Rose.

• Admission to the program will also be based on the feasibility that the student will be able to complete the program’s accelerated timeline. Each student applicant will be examined for acceptance on an individual basis.

Program Maintenance Requirements:

• Students must maintain an overall GPA of 3.2 and a major GPA of 3.4, and must have these grades at the time of graduation in order to graduate with Psychology Honors. In the event that a student’s overall and/or major GPA drops below the required minimum, the student will be placed on Academic Honors Probation. Under these circumstances, the student must earn at least a 3.2 total GPA and a 3.4 major GPA for the classes they completed that semester. This requirement will continue for as long as the student’s cumulative overall GPA and major GPA remain below the requirement. If a student on Academic Honors Probation has another semester for which that specific semester’s total GPA is below 3.2 and/or that semester’s major GPA is below 3.4, then they will be dismissed from the Accelerated Honors Program and will be placed into the traditional 4-year bachelor’s program. Due to the accelerated nature of this program, students who are dismissed may not reapply, but may self-accelerate and still potentially complete the bachelor’s degree requirements in 3 years.

• Students must stay on schedule to complete their undergraduate course requirements within 3 years.

Program Benefits for the Accelerated Psychology Honors Program:

• Complete your undergraduate bachelor of science psychology requirements in 3 years.
• Take honors sections of the core courses within the psychology major.
• Mentorship provided by a dedicated honors psychology faculty advisor throughout the program.
• Participation in special College and community service activities.
• College transcript will say “Psychology Honors” and students will receive special honors cords as part of their commencement regalia.

• In the fall semester of the third year, students may apply for admission to one of the following graduate programs:
  • MSEd in Clinical Mental Health Counseling (2 additional years)
  • MSEd in Communication Sciences and Disorders (18 additional months)
  • MS in Computer Science (1 additional year)
  • MSEd in Educational Psychology (1 additional year)
  • MBA (1 additional year)
  • MSEd in School Counseling (2 additional years)
  • MSEd in School Psychology (3 additional years)
  • MS in Social Work (2 additional years)

Accelerated Degree Option: Psychology BS + Clinical Mental Health Counseling MSEd

Admissions Requirements:

Applications to the accelerated degree program will be reviewed by the Psychology Department. The decision to accept a prospective student for this program will approximate the following criteria:

1. **High School Students** – Students should approximate the following academic profile: 1270 combined SAT score (ACT ≥ 28), 90% high school averages for English and science courses, a strong letter of recommendation supporting the student’s ability to succeed in an academically rigorous program, and an...
Program Maintenance

1. Program Maintenance
   a. Students must have an overall GPA and major GPA of 3.2 or higher in order to move forward in the program at the end of their 3rd year of undergraduate coursework.
   b. Students must earn a B- or higher in every class required for the undergraduate major and may repeat up to two separate undergraduate classes one time each. If the student is unable to earn a B- or higher they will be required to drop out of the accelerated program. It is possible that the need to repeat one or two classes may throw the student out of sequence enough to make it impossible for the student to complete the degree in an accelerated manner. Under such circumstances, students will be required to drop out of the accelerated program and complete their degree on the normal 4-year timeline. Such students will be encouraged to apply to the Clinical Mental Health Counseling Program upon completion of their undergraduate degree requirements.
      i. The only exception to this rule is PSY 496 (0 credit course) which will encompass some clinical

2. Transfer Students – Students will be considered who have completed 45 credits and should approximate the following academic profile: overall GPA of 3.2 or at least a 3.2 GPA in the last 30 credits, a strong letter of recommendation from a faculty member from either Saint Rose or the institution from which the student transferred, and an interview with a member of the Admissions Office. A critical factor involved in acceptance to this program for qualified students will be whether or not the student can realistically complete the course requirements on the accelerated timeline and/or whether or not it would be more efficient for the student to complete the undergraduate BS degree in psychology and then apply to the Clinical Mental Health Counseling Program. This will be handled on a case-by-case basis, and, in the event that students would be better served by completing the traditional BS degree in psychology, they will then be encouraged to transfer to Saint Rose and apply to the M.S.Ed. Clinical Mental Health Counseling program upon completion of their undergraduate work.

3. Current Saint Rose Students – Students will be considered who have completed 45 credits and should approximate the following academic profile: overall GPA of 3.2, major GPA of 3.2, major grades must be B or higher, and a strong letter of recommendation from a faculty member from Saint Rose. A critical factor involved in acceptance to this program for qualified students will be whether or not the student can realistically complete the course requirements on the accelerated timeline and/or whether or not it would be more efficient for the student to complete the undergraduate BS degree in psychology and then apply to the Clinical Mental Health Counseling Program. This will be handled on a case-by-case basis and, in the event that students would be better served by completing the traditional BS degree in psychology, they will then be encouraged to transfer to Saint Rose and apply to the M.S.Ed. Clinical Mental Health Counseling program upon completion of their undergraduate work.

Program Information:

1. Program Maintenance
   a. Students must have an overall GPA and major GPA of 3.2 or higher in order to move forward in the program at the end of their 3rd year of undergraduate coursework.
   b. Students must earn a B- or higher in every class required for the undergraduate major and may repeat up to two separate undergraduate classes one time each. If the student is unable to earn a B- or higher they will be required to drop out of the accelerated program. It is possible that the need to repeat one or two classes may throw the student out of sequence enough to make it impossible for the student to complete the degree in an accelerated manner. Under such circumstances, students will be required to drop out of the accelerated program and complete their degree on the normal 4-year timeline. Such students will be encouraged to apply to the Clinical Mental Health Counseling Program upon completion of their undergraduate degree requirements.
      i. The only exception to this rule is PSY 496 (0 credit course) which will encompass some clinical

2. Degrees will be conferred when requirements are met as students proceed through the program, but students must complete their undergraduate degree requirements and matriculate into the graduate degree program before they will be permitted to take clinical courses involving client interaction.

3. Credit Requirements for All Degrees:
   a. 55 credits for Psychology B.S. and the Clinical/Counseling Psychology Concentration. This includes 5 credits of PSY 490 (Internship)
   b. 33 credits for Liberal Education
   c. 120 total credits for B.S. degree (Combining major, liberal education, and general education courses. General education courses may include up to 12 credits of graduate coursework.)
   d. 60 credits for Master’s of Science in Education for Clinical Mental Health Counseling (M.S.Ed.)

3Transfer students utilizing seamless transfer will have all liberal education requirements satisfied upon acceptance, but will still need to meet all remaining requirements.

4. Students must follow the prescribed course sequence in order to progress through the program and to avoid losing the accelerated aspect of the degree. Dependent upon the number of credits transferred in as a result of AP course completion or college level courses completed at other institutions, completion of this program may involve taking courses during the summer and/or during the winter sessions.

5. Students who transfer in AP credits or other college credit from high school will have additional opportunities to take courses on the undergraduate level or may not need to take summer/winter session courses. Such issues are addressed on an individual basis in consultation with the student’s academic advisor.
6. Students may not begin their graduate coursework involving clinical interactions earlier than the first semester of their fourth year as outlined in the course sequence, and contingent on faculty review/PQA process as previously described.

7. Primary academic advising will be done by faculty in the Department of Psychology during years 1, 2, and 3. Primary academic advising will be done by faculty in the Department of Counseling during years 4, 5, and 6.

Sample 5 Year Course Plan:

Year 1: Fall Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 110 – Foundations of Psychology I (C8)</td>
<td>3</td>
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<tr>
<td>PSY 111 – Foundations of Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>Mathematical Reasoning Core Requirement</td>
<td>3</td>
</tr>
<tr>
<td>(C6)</td>
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<tr>
<td>Philosophical and Religious Traditions Core</td>
<td>3</td>
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<tr>
<td>Requirement (C4)</td>
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<td>Historical Knowledge, Analysis, and Perspective Core Requirement (C9)</td>
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<tr>
<td>Open Elective</td>
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<tr>
<td>TOTAL</td>
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Year 1: Spring Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 295 – Research Methods &amp; Statistics I</td>
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<td>Study of World Languages and Cultures Core</td>
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<tr>
<td>Requirement (C3)</td>
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<tr>
<td>PSY 330 - Neuropsychology</td>
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<tr>
<td>PSY 290 – Death &amp; Dying</td>
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<tr>
<td>ENG 105 (C1)</td>
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Year 1: Summer

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<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>PSY 200 – Human Sexuality</td>
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Year 2: Fall Semester

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<tbody>
<tr>
<td>PSY 299 – Research Methods &amp; Statistics II</td>
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<tr>
<td>Scientific Knowledge and Inquiry Core</td>
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<td>Requirement (C5)</td>
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<td>PSY 320/PSY 320L – Biopsychology w/Lab</td>
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<td>PSY 365 – Introduction to Psychotherapy</td>
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<td>PSY 400 – Personality</td>
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Year 2: Spring Semester

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<th>Courses</th>
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<tbody>
<tr>
<td>Literary Studies Core Requirement (C2)</td>
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<td>Social Scientific Knowledge and Inquiry Core</td>
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<tr>
<td>Requirement (C8; outside of PSY)</td>
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<td>PSY 363 Abnormal Psychology</td>
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Year 2: Summer
### Year 3: Fall Semester

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<tr>
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<tr>
<td>PSY 410 – Psychometrics</td>
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<tr>
<td>PSY 345 – Introduction to Psychopharmacology</td>
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### Year 3: Summer

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### Year 3: Spring Semester

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<td>PSY 497 or PSY 498 – Senior Seminar</td>
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<tr>
<td>PSY 496 – Accelerated BS PSY/MSEd CMHC Program Seminar</td>
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<td>PSY 415 – Clinical Psychology</td>
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<tr>
<td>PSY 490 – Internship</td>
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<tr>
<td>Computational Logic and Reasoning Core Requirement (C7)</td>
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<td>Open Electives</td>
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### Year 4: Fall Semester

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<th>Courses</th>
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<tr>
<td>CSL 501 Professional Orientation and Ethical Practice in CMHC</td>
<td>3</td>
</tr>
<tr>
<td>CSL 530 Lifespan Development in Counseling</td>
<td>3</td>
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<tr>
<td>CSL 540 Social and Cultural Foundations in Counseling</td>
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<tr>
<td>CSL 578 Case Management</td>
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### Year 4: Spring Semester

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<th>Courses</th>
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<td>CSL 529 Tests, Measurement and Appraisal</td>
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<td>CSL 585 Psychopathology</td>
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<td>CSL 528 Clinical Counseling Skills</td>
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<td>CSL 999</td>
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<td>Workshops</td>
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### Year 4: Summer

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<tr>
<td>Elective in CMHC</td>
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*Course credit applies to both undergraduate and graduate degree requirements.

Note: Students graduate with B.S. in Psychology in May of 3rd year. Summer 3rd year course counts toward B.S. No more than 12 graduate credits total can be taken prior to earning the B.S. degree (including summer of 3rd year graduate courses).
TOTAL 6
• Can also be taken Fall semester Year 4 in place of CSL 578 in consultation with advisor

Year 5: Fall Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 509 Practicum in CMHC</td>
<td>3</td>
</tr>
<tr>
<td>CSL 576 Disaster, Crisis and Trauma-informed Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSL 534 Interventions with Children &amp; Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9</td>
</tr>
</tbody>
</table>

Year 5: Spring Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 588 Family Violence</td>
<td>3</td>
</tr>
<tr>
<td>CSL 575 Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSL 538 Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSL 593 Internship 1: CMHC</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12</td>
</tr>
</tbody>
</table>

Year 5: Summer

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 594 Internship II CMHC</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
</tr>
</tbody>
</table>

Accelerated Degree Option: Psychology BS + School Psychology MSED+CAS

Admissions Requirements:
Applications to the accelerated degree program will be reviewed by at least one faculty member from Psychology and at least one faculty member from School Psychology.

1. High School Students – Students should approximate the following academic profile: 1270 combined SAT score (ACT ≥ 28), 90% high school averages for English and science courses, a strong letter of recommendation supporting the student’s ability to succeed in an academically rigorous program, and an interview with a member of the PSY and SPY faculty.

2. Transfer Students – Students will be considered who have completed 45 credits and should approximate the following academic profile: overall GPA of 3.2 or at least a 3.2 GPA in the last 30 credits, a strong letter of recommendation from a faculty member from Saint Rose or the institution from which the student transferred, and an interview with a member of the PSY and SPY faculty. A critical factor involved in acceptance to this program for qualified students will be whether or not the student can realistically complete the course requirements on the accelerated timeline. If this is not possible, students will be encouraged to transfer to Saint Rose and apply to the M.S.Ed./C.A.S. program in School Psychology upon completion of their undergraduate work.

3. Current Saint Rose Students – Students will be considered who have completed 45 credits and should approximate the following academic profile: overall GPA of 3.2, major GPA of 3.2, major grades must be B or higher, a strong letter of recommendation from a faculty member from Saint Rose, and an interview with a member of the PSY and SPY faculty. A critical factor involved in acceptance to this program for qualified students will be whether or not the student can realistically complete the course requirements on the accelerated timeline. If this is not possible, students will be encouraged to complete their undergraduate degree on the traditional 4-year timeline and then apply to the M.S.Ed./C.A.S. program in School Psychology upon completion of their undergraduate work.

Program Information:

1. Program Maintenance
   a. Students must have an overall GPA and major GPA of 3.2 or higher at the end of their 3rd year of undergraduate coursework.
   b. Students must earn a B or higher in every class for the undergraduate major and may repeat up to two separate undergraduate classes one time each. If the student is unable to earn a B or higher they will be required to drop out of the accelerated program. It is possible that the need to repeat one or two classes may throw the student out of sequence enough to make it impossible for the student to complete the degree in an accelerated manner. Under such circumstances, students will be required to drop out of the accelerated program and complete their degree on the normal 4-year timeline. Such students will be encouraged to apply to the School Psychology program upon completion of their undergraduate degree requirements.
   c. Students cannot earn a failing grade in a graduate level course.
   d. Students will be required to meet with their academic advisor at least once every semester.
   e. Students will be assessed using the Personal Qualities Assessment (PQA) at two separate times during their first 3 years in the program. Students who do not meet minimum
requirements on the PQA will initially be guided toward improvement, but may be dismissed from the program in improvement is not shown. Students who are dismissed from the accelerated program will be required to complete their undergraduate degree requirements on the traditional 4-year timeline or change their major.

2. Degrees will be conferred when requirements are met as students proceed through the program.

3. Credit Requirements for All Degrees:
   a. 53¹ credits for Psychology B.S. and the School Psychology Concentration)
   b. 41² credits for Liberal Education
   c. 122 total credits for B.S. degree (Combining major, liberal education, and general education courses. General education courses may include 15 credits of graduate coursework.)
   d. 30³ credits for Master’s of Science in Education for School Psychology (M.S.Ed.)
   e. 6 credits for Certificate of Advanced Study for School Psychology (C.A.S.)

¹Students will apply 15 credits of graduate coursework to both graduate and undergraduate degree requirements.
²Transfer students utilizing seamless transfer will have all liberal education requirements satisfied upon acceptance, but will still need to meet all remaining credit requirements.

4. Students must follow the prescribed course sequence in order to progress through the program and to avoid losing the accelerated aspect of the degree.

5. Students who transfer in AP credits or other college credit from high school will have additional opportunities to take courses on the undergraduate level in consultation with their academic advisor.

6. Students may not begin their graduate coursework earlier than the first semester of their fourth year as outlined in the course sequence.

7. Primary academic advising will be done by faculty in the Department of Psychology during years 1, 2, and 3. Primary academic advising will be done by faculty in the Department of School Psychology during years 4, 5, and 6.

Sample 6 Year Course Plan:

Year 1: Fall Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 110 – Foundations of Psychology I (C8)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111 – Foundations of Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 105 (C1)</td>
<td>4</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Year 1: Spring Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 295 – Research Methods &amp; Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 250 or 252 – Developmental Psychology: Childhood OR Adolescence &amp; Emerging Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>Study of World Languages and Cultures (C3)</td>
<td>3</td>
</tr>
<tr>
<td>PSY (Applied/Clinical Elective, recommended Abnormal Psychology – PSY 363)</td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Year 1: Summer

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 330 – Neuropsychology</td>
<td>4</td>
</tr>
<tr>
<td>Literary Studies (C2)</td>
<td>4</td>
</tr>
</tbody>
</table>

Year 2: Fall Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 299 – Research Methods &amp; Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>PSY 365 – Introduction to Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 420 – Cognitive</td>
<td>3</td>
</tr>
<tr>
<td>Mathematical Reasoning (C6)</td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
</tr>
<tr>
<td>Year</td>
<td>Semester</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>Year 2</td>
<td>Spring Semester</td>
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<td>Year 2</td>
<td>Summer</td>
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<tr>
<td>Year 3</td>
<td>Fall Semester</td>
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<tr>
<td>Year 3</td>
<td>Spring Semester</td>
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</tr>
<tr>
<td>Year 4</td>
<td>Fall Semester</td>
</tr>
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</tr>
</tbody>
</table>
*Course credit applies to both undergraduate and graduate degree requirements.

| Year 4 | Spring Semester | EPY 524* – Theories of Learning                                       | 3       |
|       |          | EPY 535 – Psychology of Diversity                                     | 3       |
|       |          | SED 512 – Approaches to Classroom Management                           | 3       |
|       |          | SPY 510 – Neuropsychological Approach to Academic Intervention         | 3       |
|       |          | **TOTAL**                                                              | **12**  |
*Course credit applies to both undergraduate and graduate degree requirements.
Note: Student graduates with B.S. in Psychology in May of 4th year.

Year 4: Summer

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 529 – Measurement, Statistics, and Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>SED 501 – Children with Disabilities in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Year 5: Fall Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPY 501 – Assessment I – Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPY 505 – Assessment III – Social Emotional Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CSL 528 – Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>EPY 592 – Integrative Seminar – Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Year 6: Fall Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPY 590 – School Psychology Internship</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Year 5: Summer

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 553 – Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

Year 6: Spring Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPY 591 – Advanced School Psychology Internship</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Note: Student graduates with M.S.Ed. in School Psychology in December of 5th year.

Year 5: Spring Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPY 502 – Assessment II – Academic Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPY 525 – School Psychology Consultation</td>
<td>3</td>
</tr>
<tr>
<td>SPY 530 – Mental Health Interventions in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPY 585 – School Psychology Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Note: Student graduates with C.A.S. in May of 6th year.

Find Out More:

- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
Sports Administration - BS/MA

Program Contacts:
Dr. Robert Flint
Chair, Psychology Department
Email: flintr@strose.edu

Dr. John Dion
MBA Program Coordinator
Email: dionj@strose.edu

Program Requirements:
Requirements for Degree
1. Students must maintain a minimum grade of B in all required undergraduate and graduate classes in order to remain in this program.
2. At the undergraduate level, except in special cases where a student receives special written approval from the department chairperson based on a decision made by the members of the full-time psychology department faculty, no student may repeat a course for the major or concentration more than once. Repeating a course may result in the disruption of the course sequencing and loss of the accelerated aspect of the dual degree. Students who do not meet the stated grade standards of the dual degree program will be reassigned to the traditional PSY bachelor’s degree program.

Summary BS/MA Requirements

Undergraduate Major Requirements 52
Undergraduate Concentration Requirements 30
Saint Rose Core Requirements 33
General Electives 5
Graduate MBA Requirements 36
Subtotal 159
Less waived UG credits (3)
Total 153

Major in Psychology (52 credits)
Core Courses (22 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 110</td>
<td>Foundations of Psychology 1</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111</td>
<td>Foundations of Psychology 2</td>
<td>3</td>
</tr>
<tr>
<td>PSY 295</td>
<td>Research Methods/Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 299</td>
<td>Research Methods/Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Biopsychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 320L</td>
<td>Biopsychology Lab</td>
<td>1</td>
</tr>
<tr>
<td>PSY 497</td>
<td>Senior Sem: History &amp; Systems</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>PSY 498</td>
<td>Senior Sem: Research in Psych</td>
</tr>
<tr>
<td>or</td>
<td>PSY 497L</td>
<td>Senior Seminar Lab</td>
</tr>
<tr>
<td>or</td>
<td>PSY 498L</td>
<td>Senior Seminar Lab</td>
</tr>
</tbody>
</table>

Psychology as an empirical science (7 credits; one must be a 4-credit lab course)

Choose from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 330</td>
<td>Neuropsychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 375</td>
<td>Sensation and Perception</td>
<td>4</td>
</tr>
<tr>
<td>PSY 391</td>
<td>Learning</td>
<td>4</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Psychometrics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 420</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology as a social-developmental science (6 credits)

Choose from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 200</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Developmental Psych: Childhood</td>
<td>3</td>
</tr>
<tr>
<td>PSY 252</td>
<td>Devel Psy:Adoles &amp; Emerg Adult</td>
<td>3</td>
</tr>
<tr>
<td>PSY 254</td>
<td>Devel Psy: Adulthood &amp; Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSY 260</td>
<td>Psychology of Gender</td>
<td>3</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 385</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 400</td>
<td>Personality</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology as an applied-clinical science (6 credits)

Choose from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 255</td>
<td>Parenting:Psych Theory&amp;Rsrch</td>
<td>3</td>
</tr>
<tr>
<td>PSY 290</td>
<td>Psy Persp on Death&amp;Dying</td>
<td>3</td>
</tr>
<tr>
<td>PSY 352</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 363</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 365</td>
<td>Introduction to Psychotherapy</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology electives (11 credits)

Students in the Psychology major may wish to explore and emphasize particular areas of interest. Elective courses in psychology may include FPY 262 and any PSY prefix courses.

Industrial/Organizational Psychology Concentration (27 credits)

The Industrial/Organizational Psychology concentration is an interdisciplinary concentration that combines courses from psychology and business in order to prepare students for careers or graduate study in these areas. Students will be required to successfully complete a set of courses that focuses on understanding human behavior as it is applicable to individual and group environments. Both theoretical and practical understandings of these issues will be required, and students will develop an understanding of employer, employee, and consumer dynamics and how to empirically examine issues of relevance in these core groups. Successful completion of this concentration will prepare students for entry-level careers in business and human resources, and for graduate school in industrial and organizational psychology.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 292</td>
<td>Motivation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 376</td>
<td>Industrial/Organizational Psy</td>
<td>3</td>
</tr>
</tbody>
</table>
PSY 400  Personality  3
PSY 410  Psychometrics  3
BUS 246  Organizational Behavior  3
BUS 253  Principles of Marketing  3
BUS 362  Human Resource Management  3
BUS 370  Consumer Behavior  3

Strongly recommended courses for Industrial/Organizational concentrators:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 490</td>
<td>Psychology Internship</td>
<td>1 to 6</td>
</tr>
<tr>
<td>BUS 494</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduate MBA Requirements (36 credits)

Core Courses (27 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 516</td>
<td>Mgmt Com/Soc Res</td>
<td>3</td>
</tr>
<tr>
<td>MBA 517</td>
<td>Org. Beh &amp; Mgmt.</td>
<td>3</td>
</tr>
<tr>
<td>ACC 522</td>
<td>Budgeting &amp; Cost Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MBA 555</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 582</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 635</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 640</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 660</td>
<td>Prod &amp; Qual Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>MBA 690</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 690</td>
<td>(taken in the final semester)</td>
<td></td>
</tr>
</tbody>
</table>

Graduate Electives/Internship (9 Credits)

The usual number of elective courses is three. However, the actual number of elective courses taken will depend on the number of waived and/or transferred credits. Elective courses allow the student the flexibility of developing a functional specialization or broadening of his/her management background. They may be taken at any time.

Students in the One-Year and Full-Time options MAY take 3 credits of Graduate Internship (MBA 699) in lieu of one of the elective courses. The remaining elective requirements (6 credits) may be satisfied by taking any two (2) elective courses.

Internship/Field Experiences/Service:

Required Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 490</td>
<td>Psychology Internship</td>
<td>1 to 6</td>
</tr>
</tbody>
</table>

Culminating Academic Experiences:

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 497</td>
<td>Senior Sem: History &amp; Systems</td>
<td>3</td>
</tr>
<tr>
<td>PSY 497L</td>
<td>Senior Seminar Lab</td>
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</tr>
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<td>or PSY 498</td>
<td>Senior Seminar Research in Psych</td>
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</tr>
<tr>
<td>PSY 498L</td>
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<tr>
<td>MBA 690</td>
<td>Strategic Management</td>
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Additional Requirements for Admission to the Psychology/Business Administration Program:

Those interested in this program must meet these additional admission requirements:

- 90% or higher GPA in high school English and Science
- 1270 or higher combined SAT (28 or higher ACT)
- Strong letter of recommendation supporting student’s ability to succeed in an academically rigorous program.

Find Out More:

- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

Sales Management - BBA

Program Overview:

The Bachelor of Business Administration in Sales Management encompasses the total system of interacting business activities designed to create, communicate, deliver, and exchange products and services offered by both profit and not-for-profit organizations. To prepare individuals for careers in sales, this major concentrates on developing the student's ability to make objective and ethical decisions in the areas of sales management, sales analytics, personal selling, and negotiation.

Program Contacts:

Dr. John F. Dion
Associate Professor of Marketing
Email: dionj@strose.edu
Program Webpage: Sales Management

Program Requirements:

The Sales Management major emphasizes building the knowledge base and verbal and written communication skills that are important to success in the student's professional career in sales. Throughout the program, students build a portfolio of sales, marketing and integrated communication plans, research projects and presentations, thus developing their professional resume. The major requires all students to complete an internship or approved alternative prior to graduation.
All Sales Management students develop a comprehensive understanding in the various functional areas of business by completing the Major Core Requirements as well as the Sales Management discipline requirements.

Normally, once a student has matriculated in the Sales Management major at The College of Saint Rose, he or she must satisfy all remaining core and major requirements with Saint Rose courses. Likewise, students pursuing the Sales Management minor must satisfy all remaining requirements for the minor with Saint Rose courses.

Students must earn a cumulative grade point average of 2.0 or better in all courses required for the 84-credit Sales Management major. An overall cumulative grade point average of 2.0 or better in all courses completed at The College of Saint Rose is also required. The minimum credit requirement for the Bachelor of Business Administration in Sales Management at The College of Saint Rose is 120 credits, which consists of the following:

**Major Core Requirements** 66 credits

**Discipline Track** 18 credits

**Saint Rose Core requirements** 33 credits

**Additional Liberal Arts and General Education Electives** 12 credits

**Total Credits in degree** 120 credits

* Nine (9) credits of the Saint Rose Core requirements are satisfied by courses within the Major Core Requirements

**Major in Sales Management (84 credits)**

**Core Requirements (66 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>BUS 111</td>
<td>Fundamentals of Business</td>
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<tr>
<td>BUS 199</td>
<td>Fund of Business Colloquium</td>
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<tr>
<td>BUS 210</td>
<td>Business Communications</td>
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<td>BUS 219</td>
<td>Management Info Systems</td>
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<td>BUS 233</td>
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<td>BUS 246</td>
<td>Organizational Behavior</td>
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<td>BUS 253</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>BUS 280</td>
<td>Business Statistics</td>
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<td>BUS 293</td>
<td>Prof Develop Program</td>
</tr>
<tr>
<td>BUS 301</td>
<td>Financial Management</td>
</tr>
<tr>
<td>BUS 352</td>
<td>Quantitative Business Analysis</td>
</tr>
<tr>
<td>BUS 425</td>
<td>Integrated Global Business</td>
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<td>BUS 497</td>
<td>Capstone Seminar</td>
</tr>
<tr>
<td>ACC 121</td>
<td>Principles of Financial Acctg</td>
</tr>
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<td>ACC 122</td>
<td>Principles of Managerial Acctg</td>
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<tr>
<td>CSC 114</td>
<td>Excel</td>
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<tr>
<td>ECO 205</td>
<td>Principles of Macroeconomics</td>
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<td>ECO 206</td>
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**Sales Management Requirements (18 credits):**

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<thead>
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<tr>
<td>BUS 313</td>
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</tr>
<tr>
<td>BUS 373</td>
<td>Sales Management</td>
</tr>
<tr>
<td>BUS 374</td>
<td>Personal Selling &amp; Negotiation</td>
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<tr>
<td>BUS 494</td>
<td>Internship</td>
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</table>

**Select two courses from the following:**

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<tbody>
<tr>
<td>BUS 312</td>
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<td>BUS 339</td>
<td>Prin of Digital Marketing</td>
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<td>BUS 353</td>
<td>Marketing Management</td>
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<td>BUS 354</td>
<td>Retail Management</td>
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<td>BUS 370</td>
<td>Consumer Behavior</td>
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<tr>
<td>BUS 376</td>
<td>Advertising &amp; Promo Mngmt</td>
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<td>BUS 377</td>
<td>Business to Business Marketing</td>
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<td>BUS 380</td>
<td>Topics in Business</td>
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<tr>
<td>BUS 422</td>
<td>Sport Marketing</td>
</tr>
<tr>
<td>BUS 423</td>
<td>Int'l Marketing &amp; Export Mgmt</td>
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<tr>
<td>BUS 424</td>
<td>Services Marketing</td>
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</table>

**Internship/Field Experiences/Study Abroad/Service:**

A study abroad option is available to interested students who want to spend a semester at an approved college or university in another country. The approved courses taken will count toward the Sales Management degree.

**Required Course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>BUS 494</td>
<td>Internship</td>
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</table>

**Suggested 4 Year Course Plan:**

This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

**BBA, Sales Management**

<table>
<thead>
<tr>
<th>Year 1 - Fall</th>
<th>Year 1 - Spring</th>
</tr>
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<tbody>
<tr>
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<td>BUS 199</td>
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<tr>
<td>Fundamentals of Business Colloquium</td>
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<td>CSC 114 Excel</td>
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<td>Year 2 - Fall</td>
<td>Year 2 - Spring</td>
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<tr>
<td>Course</td>
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<tr>
<td>ACC 121</td>
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**Accelerated Degree Option: Sales Management BBA + MBA:**

Students in this accelerated course of study will use the following course substitutions to complete the undergraduate and graduate degrees at an accelerated pace.
B.B.A. Sales Management/M.B.A. Accelerated Course of Study

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<tr>
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<td>BUS 352</td>
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<td>BUS 312</td>
<td>MBA 638</td>
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<td>BUS 353</td>
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<td>ACC/BUS/ECO Elective</td>
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<td>MBA 517</td>
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<th>Course Substitutions</th>
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<tr>
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LibEd Computational Logic & Reasoning 3
LibEd Social Science - ECO 205 3
LibEd Expository Writing, Speaking & Research 4
LibEd Philosophical & Religious Traditions - PHI 205 Business Ethics 3
LibEd Mathematical Reasoning - MAT 180 College Algebra 3

Requirements for the Master of Business Administration can be found in the current Graduate Catalog.

MBA Program Contact:

Dr. John Dion  
MBA Coordinator  
Email: dionj@strose.edu

Suggested 2-in-4 Year Course Plan:

<table>
<thead>
<tr>
<th>Year 1 - Fall</th>
<th>Year 1 - Spring</th>
</tr>
</thead>
<tbody>
<tr>
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<td>BUS 199</td>
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<td>Statistics</td>
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<td>Development</td>
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| LibEd Social  | 3               | LibEd World   | 3               |
| Science       |                 | Languages     |                 |
| General       | 3               |                | Total 16        |
| Elective      |                 |                |                 |
### Year 3 - Fall

<table>
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<tbody>
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<td>LibEd Literary Studies</td>
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### Year 3 - Spring

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</thead>
<tbody>
<tr>
<td>BUS 301 Financial Management</td>
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<td>BUS 313 Data Analysis for Sales &amp; Marketing</td>
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<tr>
<td>Bus 373 Sales Management</td>
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<tr>
<td>BUS 494 Internship</td>
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</tr>
<tr>
<td>ACC/BUS/EC O Elective</td>
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<tr>
<td>LibEd Historical Knowledge &amp; Inquiry</td>
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### MBA Semester 1

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<tr>
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### Year 4 - Fall

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<tbody>
<tr>
<td>ACC 522 Budgeting &amp; Cost Analysis</td>
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<tr>
<td>BUS 425 Integrated Global Business</td>
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<td>MBA 517 Organizational Behavior</td>
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<td>MBA 555 Managerial Economics</td>
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### Year 4 - Spring

<table>
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<td>MBA 582 Human Resource Management</td>
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<tr>
<td>MBA 640 Managerial Finance</td>
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<td>MBA 690 Strategic Management</td>
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### BBA, Sales/MBA Accelerated Course of Study - 2 MBA Semesters

#### Year 1 - Fall

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<tbody>
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<td>BUS 111 Fundamentals of Business</td>
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<tr>
<td>MBA 638 Marketing Management</td>
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</tr>
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<td>MBA 660 Production &amp; Quality</td>
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#### Year 1 - Spring

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</thead>
<tbody>
<tr>
<td>BUS 210 Business Communications</td>
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<td>MBA 219 Management Information</td>
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<td>MBA 219 Management Information</td>
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<td>---------</td>
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<td>CSC 114 Excel</td>
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<td>LibEd</td>
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**Year 2 - Fall**

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<td>BUS 280 Business Statistics</td>
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<td>BUS 253 Principles of Marketing</td>
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<td>BUS 293 Professional Development Program</td>
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<td>LibEd World Languages</td>
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<td>LibEd Social Science</td>
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<td>LibEd Historical Knowledge &amp; Inquiry</td>
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**Year 3 - Fall**

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<tr>
<td>BUS 374 Personal Selling &amp; Negotiation</td>
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<td>BUS 301 Financial Management</td>
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<td>ACC/BUS/EC Elective</td>
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<tr>
<td>LibEd Literary Studies</td>
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<td>BUS 373 Sales Management</td>
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<td>BUS 494 Internship</td>
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<tr>
<td>General Elective</td>
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<td>ACC/BUS/EC Elective</td>
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<tr>
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**Year 4 - Fall**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BUS 425 Integrated Global Business</td>
<td>3</td>
<td>BUS 497 Capstone Seminar</td>
<td>3</td>
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<tr>
<td>MBA 555 Managerial Economics</td>
<td>3</td>
<td>MBA 516 Management Communications</td>
<td>3</td>
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<tr>
<td>MBA 635 Marketing Management</td>
<td>3</td>
<td>MBA 638 Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>LibEd Scientific Inquiry</td>
<td>4</td>
<td>MBA 660 Production &amp;</td>
<td></td>
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<tr>
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### Programs of Study

#### Quality Management

<table>
<thead>
<tr>
<th>MBA Semester 1</th>
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<tr>
<td>Course</td>
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<tr>
<td>ACC 522</td>
<td>MBA 582</td>
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<tr>
<td>Budgeting &amp; Cost Analysis</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>MBA 517</td>
<td>MBA 690</td>
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<tr>
<td>Organizational Behavior</td>
<td>Strategic Management</td>
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<td>MBA 640</td>
<td>MBA Elective</td>
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<td>Managerial Finance</td>
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<td>MBA Elective</td>
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<tr>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>

#### General Information on Accelerated Degree Options (Bachelor's + Master's):

### Eligibility Standards:

#### High School Students:
- Minimum high school GPA of 92
- Combined SAT of 1100 (out of 1600) OR ACT of 24
- Letter of recommendation specifically for the Accelerated Bachelor's/Master's Degree Program from a high school teacher or counselor

#### Transfer Students:
- 45 credits completed
- GPA of 3.4 overall or at least a 3.4 GPA in the last 30 credits
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a faculty member from either Saint Rose or the institution from which the student transferred

#### Current Saint Rose Students:
- 45 credits completed
- Overall GPA of 3.4
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Letter of recommendation from a Saint Rose faculty member

### Maintaining Status in Accelerated Programs:
- Overall GPA of 3.4 at the completion of 45 credits
- Overall GPA of 3.0 from the completion of 45 credits to completion of the undergraduate degree
- A grade of B or higher in financial accounting
- A grade of B or higher in managerial accounting
- Students can receive no more than one C in a graduate level course. An earned C must be retaken at the graduate level unless otherwise specified by the program.
- Students cannot receive a failing grade in a graduate level course.

### Losing Eligibility for an Accelerated Bachelor's/Master's Degree Option:

Students who do not maintain the standards outlined for their Accelerated Bachelor's/Master's Degree Option will lose eligibility for this completion option. If these students are in otherwise good standing with the College, they can continue in their current undergraduate program or move to another undergraduate major. We propose that up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher
may be applied to their undergraduate degree. These credits might be applied as either general elective credits or to fulfill a requirement within the undergraduate major, depending on the undergraduate major’s grade requirements. Major grade restrictions would still apply. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Discontinuing an Accelerated Bachelor's/Master's Degree Options:

Students in good standing may choose to discontinue an Accelerated Bachelor's/Master's Degree Option or withdraw from a dual degree program. These students may then move to another program offered by the college. Up to a maximum of 12 graduate credits taken up to that point and completed with a grade of C or higher would be applied to their undergraduate degree. The student would take the undergraduate courses specified in the course catalog to fulfill all remaining requirements.

Opportunity to apply graduate credits to a future master's degree at Saint Rose if no longer enrolled in Accelerated Program:

Students who withdraw or are dismissed from the Accelerated Bachelor's/Master's Degree Option may apply to a Saint Rose Master's Degree program after completion of the Bachelor's Degree. Specific courses must be approved for transfer by the faculty advisor, and Department Chair/Program Coordinator. Transfer credit is allowed only for courses in which students have received a grade of “B” or better and within the six-year time limit allowed for completion of the Master's Degree or Certificate of Advanced Study. No more than half of a Certificate of Advanced Study or Master's Degree can be fulfilled with credits that had been applied to a Saint Rose Bachelor's Degree.

Reinstatement in Accelerated Bachelor's/Master's Degree Options:

Students in good academic standing with the college but previously declared ineligible from their Accelerated Bachelor's/Master's Degree Option can apply for reinstatement to the Accelerated Bachelor's/Master's Degree Option after retaking undergraduate courses that resulted in their change of eligibility and/or after earning an overall undergraduate GPA of 3.0 or higher. Students who earned any graduate grade lower than a C or more than one C at the graduate level may not reapply for reinstatement into the Accelerated degree option.

Advising:

Students in this Accelerated Bachelor's/Master's Degree Course of Study will have two advisors while they are undergraduates. A faculty member from the student’s undergraduate discipline will serve as the primary advisor while the student is an undergraduate. A faculty member from the graduate program will serve as a secondary advisor. After completing the Bachelor’s Degree the advisor from the graduate program will serve as the student’s sole advisor.

Find Out More:
Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/

Social Studies: Adolescence Education – BA

Program Overview:
The major in Social Studies: Adolescence Education qualifies students for initial certification by New York State to teach Social Studies in grades 7 through 12. The program is designed to equip students to develop and deliver a NYSED standards-based curriculum that will strengthen middle school and high school achievement in accordance with the New York State Social Studies Initiative. Students may opt to seek certification for grades 5-6 by completing six credits of additional coursework.

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

Program Contacts:
Dr. Ryane Straus
Chair, History & Political Science Department
Email: strausr@strose.edu

Teacher Education Department
Email: teachered@strose.edu

Program Webpage: Social Studies: Adolescence Education, BA

Program Requirements:
Major in Social Studies: Adolescence Education (81-82 credits)
All Social Studies Adolescent Education majors must pass content courses with a grade of C or better. Content area classes may only be taken twice. To be eligible for student teaching, students must complete all content courses with a minimum 2.9 GPA. First-year students and incoming transfers are required to take HIS 215 or HIS 227 within the first two semesters at the College of Saint Rose.

Social Studies Content (45 credits)
The topic of the Seminar varies each semester. Prerequisite: A 300-level History or Political Science course.

Three upper-division (300-level) courses (12 credits):
Two upper-division (300-level) courses from two different geographic areas:
- African
- European
- Asian
- Middle Eastern
- Latin American
- United States
- PLUS one additional upper-level HIS or POS course

All upper-division coursework must be taken in residence. Additionally, no coursework in the curriculum may be transferred in after matriculation.

CLEP credit cannot be applied to the content area.

Independent Study Policy:
Independent studies provide intensive advanced opportunities for motivated students to deepen their exploration of a topic that they’ve already demonstrated interest and mastery over based upon successful completion of an introductory course.

Independent studies, moreover, are designed to offer exposure to intellectual work that does not fall within the required curriculum and is not offered in the regular course rotation. Independent studies cannot be used as a substitute for academic requirements in the major or concentration.

Adolescence Education (Grades 7-12): Certification Sequence
The Teacher Education Department identifies the purposes of its education sequence for Adolescence Education students seeking initial certification at the undergraduate level as the development of education professionals who are reflective practitioners able to link content, theory, and practice, and create effective learning environments for pupils with the full range of abilities and experiential backgrounds.

The Adolescence Education program offers both theoretical and practical experience and prepares students to teach in the secondary and, in some districts, middle school (grades 7-12). The program has three components: an education sequence, the Liberal Education requirements and an academic major in one of the following disciplines: Biology, Chemistry, English, Mathematics, and Social Studies. Students admitted into the Adolescence Education program are required to major in the subject matter they plan to teach. Course requirements for each of the majors can be found under the discipline listings. Adolescence Education majors follow the College’s 41-credit Liberal Education requirements. For this requirement, students need 3 credits of “further disciplinary study” in the liberal arts, selected in consultation with the advisor.

Good standing in the Social Studies: Adolescence Education program, permission to student teach and recommendation for certification are contingent upon maintaining the following academic status: a 2.5 cumulative grade point average, a 2.75 index in the education sequence, and a 2.9 GPA in the academic major. A minimum grade of C+ must be earned in each required education course. Students are allowed to repeat only once courses in the required education sequence for which they have earned below C+. Additionally, students are allowed to repeat only once courses in the content area for which they have earned below C. Required courses may not be taken on a pass/fail basis. All education and content area requirements must be completed prior to student teaching.

In order to be eligible for initial teacher certification in New York State, students must pass required New York State Teacher Certification Examinations. Fingerprinting clearance from The New York State Department of Education is required for all field experiences. Fingerprinting information is available on the New York State Department of Education “TEACH” website: http://www.highered.nysed.gov/tcert/teach. Students should note that education courses with field experiences have catalog course descriptions that include a statement on mandatory fingerprinting.

Upon fulfilling the academic requirements of the program, receiving fingerprint clearance and passing examinations required by the New York State Education Department, students qualify for grades 7-12 initial certification in New York State. Within five years, teachers with initial certification must apply for professional certification, which is contingent upon earning a relevant master’s degree and obtaining teaching experience that includes mentoring.

Required Courses for Adolescence Education (36-39 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EPY 243</td>
<td>Adolescent Development</td>
<td>4</td>
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<tr>
<td>EPY 350</td>
<td>Educational Psychology</td>
<td>3</td>
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<tr>
<td>EPY 370</td>
<td>Ed Psych/Instruct Tech</td>
<td>4</td>
</tr>
<tr>
<td>EDU 300</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>SIE 365</td>
<td>Fnd&amp;Prtac Inc Std w/Disa 7-12</td>
<td>4</td>
</tr>
<tr>
<td>SEC 365</td>
<td>Curriculum/Instrct 7-12</td>
<td>4</td>
</tr>
<tr>
<td>SEC 371</td>
<td>Literacy/Liter Mid/Sec Schools</td>
<td>4</td>
</tr>
<tr>
<td>SEC 378</td>
<td>Methods Tchng Soc Stud Sec Sch</td>
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</tr>
<tr>
<td>EDU 102</td>
<td>Violence Prevention</td>
<td>0</td>
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<td>EDU 103</td>
<td>Child Abuse Prevention</td>
<td>0</td>
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<tr>
<td>EDU 111</td>
<td>Dignity for All Students</td>
<td>0</td>
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<tr>
<td>EPY 337</td>
<td>Substance Use Prevention</td>
<td>0</td>
</tr>
<tr>
<td>SEC 470</td>
<td>Stud Tchng 7-9 &amp; 10-12</td>
<td>9</td>
</tr>
<tr>
<td>SEC 498</td>
<td>Seminar/Student Tchng</td>
<td>3</td>
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<tr>
<td>EPY 243</td>
<td>approved and counted as a Liberal Education course/ elective.</td>
<td></td>
</tr>
<tr>
<td>EPY 370</td>
<td>Students who do not take CSC 104 Educational Computing (an L08 course) must take EPY 370.</td>
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Internship/Field Experiences/Service:
Required Courses:

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SEC 365</td>
<td>Curriculum/Instrct 7-12</td>
<td>4</td>
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</table>
SEC 371  Literacy/Liter /Mid/Sec Schools  4
SEC 378  Methods Tchg Soc Stud Sec Sch  4
SEC 470  Stud Tchg 7-9 & 10-12  9
SIE 365  Fnd&Pract Inc Std w/Disa 7-12  4

Culminating Academic Experiences:
Required Courses:
SEC 470  Stud Tchg 7-9 & 10-12  9
SEC 498  Seminar:Student Tchg  3

Suggested 4 Year Course Plan:
This suggested plan is designed to give students an idea of how to balance their coursework over 8 semesters and to graduate within 4 years. Most students will need to take a minimum of 30 credits each year in order to meet the graduation requirement of a minimum of 120 overall credits. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement.

First Year
Fall (16 cr.)
HIS/POS 100 Intro (first semester) – 1
HIS 215 NYS History - 4
POS 142 Ideologies – 4
ENG 105 L01 Expos Writing – 4
PHI 102 or other L06 – 3
Spring (15 cr.)
POS 112 Critical Analysis US Politics – 4
HIS 226 US History to 1865 – 4
Literature L04 – 4
Math L07 – 3

Sophomore Year
Fall (15 cr.)
HIS 227 US History since 1865 – 4
HIS 300 Social Studies Geography – 4
World Lang. & Culture LO2 – 3
EPY 243 (L11) – 4
EPY 337 (sub-ab wk) – 0
*EDU 440 (opt. to extend to 5-6) - 3
Spring (14 cr.)
HIS 204 SS Economics – 4
HIS 214 Modern Europe – 4
EDU 300 – 3
EPY 350 OR EPY 370 – 3 or 4

Junior Year
Fall (15 cr.)
HIS 2XX elective – 4
HIS 3XX – 4

Grades 5-6 Extension (Optional):
Extensions are not required as part of the Adolescence Education program at Saint Rose. The New York State Education Department offers an extension for grades 5-6 to the teaching certification for Adolescence Education grades 7-12. This extension to teach in grades 5 and 6 is designed to enable students to create developmentally appropriate classroom contexts for learning in the content areas of their certification (English Language Arts or Social Studies). An extension will show that the certified adolescence teacher has added expertise in the area of extension. Students must obtain fingerprint clearance prior to beginning field experiences. Adolescence Education students who wish the College to recommend them to the New York State Education Department for the extension must complete all the requirements for Adolescence Education certification and the additional requirements shown below.

Required Courses:
EDU 440  Middle Level Education  3
EDU 385  Tchg Lang Arts/SS 1-6  4
EDU 385: 15-hour field experience is required. The prerequisite of EDU 245 will be met with SEC 365.

Career Opportunities and Graduate Study:
The major in Social Studies 7-12 qualifies students for initial certification by New York State to teach Social Studies in grades 7 through 12.

Find Out More:
• Mission and History
• Academic Policies
• Academic Integrity
Reflective Educators (ASPIRE) program is a five-year dual degree program. The Adolescence Special Education Preparation for Inclusive and Reflective practice, technology, research-supported practices, and diversity, instructional planning, differentiation of instruction, and social-emotional needs of a diverse student population, collaborate with colleagues, and exhibit leadership in their professional endeavors. The program is delivered by experienced faculty and supervisors who focus on the elements of diversity, instructional planning, differentiation of instruction, reflective practice, technology, research-supported practices, and collaboration. This program requires a minimum of 63 credits of study, includes a full semester of student teaching, and involves the College-wide Core program with specific expanded course work to meet certification requirements. See the catalog description on Core requirements for additional details. The majority of the major must be completed at The College of Saint Rose. Certification exam information and fingerprinting information/processing is available at the New York State Department of Education “TEACH” website http://www.highered.nysed.gov/tcert/teach.

Program Contacts:
Dr. Ryane Straus
Chair, History & Political Science Department
Email: strausr@strose.edu

Dr. Susan DeLuke
Co-Chair, Literacy and Special Education Department
Email: delukes@strose.edu

Dr. Frances Ihle
Co-Chair, Literacy and Special Education Department
Email: ihlef@strose.edu

Program Webpage: ASPIRE Program

Program Requirements:
Requirement for Advancement in Dual Degree
Admission into the College does not ensure good standing in the Adolescence Education/Special Education (ASPIRE) Program, nor does good standing in this program ensure admission to student teaching. In order to maintain good standing through all stages of the Adolescence Education/Special Education program, students are required to maintain the following academic standards: 3.0 index in the education major, 2.9 index in the content area, and 3.0 overall GPA. Education courses must meet the minimum grade of C+ or higher at the undergraduate level and B or higher at the graduate level to apply to the degree. An education major course cannot be repeated more than one time with no more than 3 total education courses repeated during the 5 years of program completion. All Social Studies Adolescence Education ASPIRE majors must pass content courses with a grade of C or better. Content area classes may only be taken twice. First-year students and incoming transfers are required to take HIS 215 or HIS 227 within the first two semesters at the College of Saint Rose. Required courses may not be taken on a pass/fail basis. All content area classes must be completed prior to student teaching. An F in any graduate education course can result in dismissal from the ASPIRE program. If a student falls below the required GPA mark in their content major or education major, he or she must meet with the academic advisors in the academic major and School of Education to determine if continuation in the 5-year ASPIRE program is possible.

Students must apply for student teaching in accordance with program guidelines. This includes satisfactory completion of all major courses in their academic major and the education major with the exception of SED 590, SIE 580, SIE 582, and SIE 584. No additional courses beyond SED 590, SIE 580, SIE 582, and SIE 584 should be taken during the student teaching semester.

Major in Social Studies: Adolescence Education (45 credits)
Social Studies Content
HIS 100 Intro:History & Politics
HIS 204  Social Studies Economics  4
HIS 214  Modern Europe  4
HIS 215  New York State, 1600-1945  4
HIS 227  US History since 1865  4
or
HIS 226  US History to 1865  4
HIS 300  World Historical & Political Geography  4
POS 112  Critical Analysis US Politics  4
POS 142  Political Ideologies  4
HIS 498  Capstone Seminar  4
*Note: Effective Fall 2021, Students must successfully pass HIS 215 or HIS 227 with a C as it will become a prerequisite to HIS 204. Students may only retake the course once.

The topic of the Seminar varies each semester. Prerequisite: A 300-level History or Political Science course.

Three upper-division (300-level) courses (12 credits):

Two upper-division (300-level) courses from two different geographic areas:

African
European
Asian
Middle Eastern
Latin American
United States

PLUS one additional upper-level HIS or POS course

All upper-division coursework must be taken in residence. Additionally, no coursework in the curriculum may be transferred in after matriculation.

CLEP credit cannot be applied to the content area.

Independent Study Policy:

Independent studies provide intensive advanced opportunities for motivated students to deepen their exploration of a topic that they've already demonstrated interest and mastery over based upon successful completion of an introductory course.

Independent studies, moreover, are designed to offer exposure to intellectual work that does not fall within the required curriculum and is not offered in the regular course rotation. Independent studies cannot be used as a substitute for academic requirements in the major or concentration.

Required Courses for Adolescence Education/Special Education Degree (66 credits)

Undergraduate Courses

EDU 102  Violence Prevention  0
EDU 103  Child Abuse Prevention  0
EDU 111  Dignity for All Students  0
EDU 300  Foundations of Education  3
EPY 243  Adolescent Development  4
EPY 370  Ed Psych/Instruct Tech  4
SED 347  C&I: Intensive Sup Needs Children  4
SEE 100  Intro to the Profession  0
SEE 106  Intro to Portfolio  0
SEE 249  Proc Eff Behav Mgmt  4
SIE 146  Ind w/Except in Sch & Comm  4
SIE 360  Inclus Curric & Instr of Spec Ed  4

Graduate Courses

LRC 521  Adv Literacy Improvmt G 5-12  3
LRC 528  Read & Write for Adol w/ Disab  3
SEC 515  Curr & Instruct in Secondary Sch  3
SEC 524  Methods Teach Social Studies  3
SED 506  Found/Issues/Resrch in Spec Ed  3
SED 519  Inst Prac Divers Learn Eng Soc  3
or
SIE 585  Inst Div Lrnrs:ENG/SOC ST  3
SED 530  Inst Pract Diverse Learn; MST  3
or
SIE 586  Inst Diverse Learn:Mat/Sci/Tec  3
SED 567  Adv/Thry/Prac Tec Children/EBD  3
or
SED 522  Autism Spectrum Disorders  3
SED 590  Res Seminar Sp Ed  3
SIE 566  Assess Content Instruct & Indiv  3
SIE 580  On-Site Prof Exp Adol Educ  6
SIE 582  On-Site Prof Exp Sem:Adol/Sp Ed  2
SIE 584  Portfolio in Adoles & Spec Ed  1

Internship/Field Experiences/Service:

Candidates complete two seven-week student teaching experiences, one at the grades 7-9 level and another at the grades 10-12 level. One placement is in special education, and the other in general education.

Culminating Academic Experiences:

The candidate will complete a Professional Portfolio to reflect growth as he or she progresses through the program, leading to initial teacher certification. Candidates are guided during each phase of the process beginning with early curriculum courses and culminating in the final capstone experience.

Suggested 5 Year Course Plan:

This suggested plan is designed to give students an idea of how to balance their coursework over 10 semesters and to graduate within 5 years. It should be used along with your Degree Works worksheet and in consultation with your faculty advisor. It is meant as a guide, not a definitive list of courses that must be taken as written. Your faculty advisor will help you make any necessary adjustments during advisement. Special education generalists (7-12) have responsibility for supporting students in the four core disciplines (i.e., English, Mathematics, Science, and Social Studies); it is recommended that 6 credits of coursework be taken in each of these content areas.

Year 1

Fall (16 credits)
SEE 100 - 0 cr

Core or Content Courses - 16 cr

Spring (16 credits)
SIE 146 - 4 cr
SEE 106 - 0 cr
Core or Content Courses - 12 cr

Year 2
Fall (18 credits)
EPY 243 - 4 cr
SIE 360 - 4 cr
EDU 111 - 0 cr
Core or Content Courses - 10 cr
Spring (18 credits)
SEE 249 - 4 cr
EPY 370 - 4 cr
EPY 337 - 0 cr
Core or Content Courses - 10 cr

Year 3
Fall (18 credits)
EDU 300 - 3 cr
SED 347 - 4 cr
EDU 106 - 0 cr
Core or Content Courses - 11 cr
Spring (18 credits)
SED 506 - 3 cr
LRC 528 - 3 cr
Core or Content Courses - 12 cr

Year 4
Fall (18 credits)
SED 519 - 3 cr
Core or Content Courses - 15 cr
Spring (18 credits)
SEC 515 - 3 cr
SED 530 - 3 cr
SED 567 - 3 cr
EDU 102 - 0 cr
Core or Content Courses - 9 cr

Year 5
Fall (18 credits)

SIE 566 - 3 cr
SEC 524 - 3 cr
LRC 521 - 3 cr
SEE 108 - 0 cr
EDU 103 - 0 cr
Core or Content Courses - 9 cr

Spring (12 credits)
SED 590 - 3 cr
SIE 580 - 6 cr
SIE 582 - 2 cr
SIE 584 - 1 cr

Grades 5-6 Extension (Optional):
Extensions are not required as part of the Adolescence Education program at Saint Rose. The New York State Education Department offers an extension for grades 5-6 to the teaching certification for Adolescence Education grades 7-12. This extension to teach in grades 5 and 6 is designed to enable students to create developmentally appropriate classroom contexts for learning in the content areas of their certification (English Language Arts or Social Studies). An extension will show that the certified adolescence teacher has added expertise in the area of extension. Students must obtain fingerprint clearance prior to beginning field experiences. Adolescence Education students who wish the College to recommend them to the New York State Education Department for the extension must complete all the requirements for Adolescence Education certification and the additional requirements shown below.

Required Courses:
EDU 440 Middle Level Education 3
EDU 385 Tchg Lang Arts/SS 1-6 4
EDU 385: 15-hour field experience is required. The prerequisite of EDU 245 will be met with SEC 365.

Career Opportunities and Graduate Study:
- Grades 7-12 Social Studies teacher
- Special Education co-teacher in a content area classroom
- Special Education resource/consultant teacher
- Special Education teacher in a self-contained classroom

Find Out More:
Undergraduate Admissions and Financial Aid: https://www.strose.edu/admissions/

Social Work – BS

Program Overview:
The Social Work major prepares students for beginning generalist social work practice. Through academic study and agency fieldwork, students become social workers qualified for entry-level professional positions. Graduates accept positions which serve people of all ages in settings such as schools, hospitals, residential
field work, students become social workers qualified for entry-level professions’ knowledge base. Through academic study and agency practice, the community and trains students to develop and impart the knowledge and skills necessary to serve populations spanning all ages and backgrounds. Students gain skills in interviewing, assessing, problem-solving, researching, organizing, and many other facets of this helping profession. Clients include individuals, families, groups, organizations, and communities.

Since the preparation for the social work profession demands a study in various academic fields such as political science, sociology, and biology, as well as a strong background in liberal arts, Social Work majors are well prepared to pursue graduate study degrees in Social Work or related fields such as counseling, community psychology or law. Upon acceptance to the College, students must apply for admission to the Social Work major. Applications may be made any time after the first semester of the freshman year, but no later than the semester prior to taking SWK 378. Acceptance requirements that the student must have a cumulative average of 2.5 at either the college or the community college from which the applicant has transferred; likewise, in order to be accepted into SWK 378 (pre-field), a student must have achieved a cumulative average of 2.5 overall and 2.5 in the major with a grade of “C” or higher in every course with an SOC or SWK prefix required of the major. Students may review “Admissions Policies for the Major in Social Work” for procedures.

In its policies and practices, the Social Work program shall not discriminate against persons on the basis of their age, race, gender, creed, religion, ethnicity, social class, political beliefs, handicap, or sexual orientation.

Program Mission:
The Mission of the Bachelor of Social Work Program is to prepare students to serve as generalist social work practitioners who, having learned a body of knowledge and skills, promote change and the well-functioning of individuals, families, groups, organizations, and communities. Grounded in scientific inquiry, person in environment perspective, and using generalist skills and interdisciplinary knowledge, graduates will be prepared to practice with a commitment to social work values. The program will promote justice, respect for diversity and ethical decision making in practice, policy making and service delivery in order to improve the well-being of the greater community and its diverse members and constituencies. Committed to lifelong learning and to the ongoing evolution and improvement of practice throughout one’s career, the program also offers learning opportunities for the professionals in the community and trains students to develop and impart the profession’s knowledge base. Through academic study and agency field work, students become social workers qualified for entry-level professional positions.

Program Contacts:

Maureen Rotondi
Chair, Social Work Department
Email: rotondim@strose.edu
Program Webpage: Social Work, BS

Program Requirements:
Major in Social Work (64-65 credits)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SWK 114</td>
<td>Intro to SWK:Self-Awar &amp; Soc R</td>
<td>3</td>
</tr>
<tr>
<td>SWK 213</td>
<td>Soc Chg &amp; Soc Ser</td>
<td>3</td>
</tr>
<tr>
<td>SWK 212</td>
<td>Societies/Social Welfare</td>
<td>2</td>
</tr>
<tr>
<td>SWK 215</td>
<td>Hum Behv Soc Envi</td>
<td>3</td>
</tr>
<tr>
<td>SWK 315</td>
<td>Human Behav Soc Env 2</td>
<td>3</td>
</tr>
<tr>
<td>SWK 322</td>
<td>Community Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 375</td>
<td>Diversity Workshop</td>
<td>3</td>
</tr>
<tr>
<td>SWK 378</td>
<td>Pre-Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>SWK 379</td>
<td>Soc Wrk Pract III</td>
<td>3</td>
</tr>
<tr>
<td>SWK 451</td>
<td>Social Work Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SWK 480</td>
<td>Field Practicum</td>
<td>4</td>
</tr>
<tr>
<td>SWK 481</td>
<td>SWK Pract w/Indiv &amp; Families</td>
<td>4</td>
</tr>
<tr>
<td>SWK 482</td>
<td>Field Practicum continued</td>
<td>4</td>
</tr>
<tr>
<td>SWK 483</td>
<td>SWK Practice w/Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWK 489</td>
<td>Understand Policy</td>
<td>3</td>
</tr>
<tr>
<td>SWK 491</td>
<td>Social Work Elective</td>
<td>3</td>
</tr>
<tr>
<td>BIO 127</td>
<td>Human Biology</td>
<td>3</td>
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<tr>
<td>BIO 127L</td>
<td>Human Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>POS 111</td>
<td>Introduction to US Politics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 111</td>
<td>Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 358</td>
<td>Social Theory</td>
<td>4</td>
</tr>
<tr>
<td>SOC 360</td>
<td>Power, Privilege &amp; Inequality</td>
<td>3</td>
</tr>
<tr>
<td>SWK 379</td>
<td>Diversity Workshop</td>
<td>3</td>
</tr>
<tr>
<td>SWK 378</td>
<td>Pre-Field Experience</td>
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<tr>
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<td>Understand Policy</td>
<td>3</td>
</tr>
<tr>
<td>SWK 491</td>
<td>Social Work Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Requirements and Recommendations:
Students must attend all sessions of the orientation to pre-field during the fall semester prior to entering SWK 378 the following spring. Students who earn a grade below C or its equivalent in SWK 378, SWK 480, and SWK 482 may retake any of these field placements only upon permission of the Social Work faculty. Social Work majors may apply BIO 127 and POS 111 to their Liberal Education requirements. Social Work majors may wish to pursue proficiency in Spanish. Seniors must pass integrative exams in SWK 481 and SWK 483.

For those interested in honors-level undergraduate research, please refer to the Honors Research section.

Internship/Field Experiences/Service:
Student gain field experience in SWK 378, SWK 480, and SWK 482. SWK 114 and SWK 322 both have service learning requirements as well.

Culminating Academic Experiences:

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 451</td>
<td>Social Work Research Methods</td>
<td>3</td>
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<tr>
<td>SWK 481</td>
<td>SWK Pract w/Indiv &amp; Families</td>
<td>4</td>
</tr>
<tr>
<td>SWK 483</td>
<td>SWK Practice w/Groups</td>
<td>3</td>
</tr>
</tbody>
</table>
• Hospital social worker
• Case worker
• Drug and alcohol counselor
• Youth worker
• Various positions within the field of geriatrics

Graduate Study
Saint Rose social work graduates have pursued master's degrees in social work, sociology, counseling, community psychology, political science, and educational psychology and have successfully attended law schools. By engaging in advanced study in social work or related fields, students can focus more clearly on their particular interests and gain specialized skills within specific populations. In addition, a master's degree in social work is required for social workers wishing to engage in private practice and in many professional positions. Saint Rose social work graduates have completed advanced degrees at many prestigious schools including:

• Fordham University
• Springfield College
• University at Albany

Find Out More:
• Mission and History
• Academic Policies
• Academic Integrity
• Academic Scholarship
• Faculty Directory
• Library
• Technology
• Career Center
• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics

Translation Spanish-English - Certificate

Program Overview:
Students with intermediate mid to advanced proficiency in Spanish may apply for the Certificate in Translation Spanish-English. This six-course sequence culminates in the Translation Internship, where students gain real-world experience, providing translation services to agencies and industries. The internship is the foundation for each student’s professional translation CV, and will help students identify fields of specialization for future work.

Program Contacts:
Dr. Silvia Mejia
Chair, Department of World Languages and Cultures
Email: mejias@strose.edu

Dr. Claire Ziamandanis
Program Coordinator
Email: ziamandc@strose.edu

Department webpage: World Languages & Cultures
Certificate webpage: Translation Spanish-English Certificate

Program Requirements:
Certificate in Translation Spanish-English (18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 326</td>
<td>Translation &amp; Comm Interpreting</td>
<td>3</td>
</tr>
<tr>
<td>SPA 425</td>
<td>Technology in Translation</td>
<td>3</td>
</tr>
<tr>
<td>SPA 494</td>
<td>Translation Internship</td>
<td>1 to 6</td>
</tr>
</tbody>
</table>

Three Spanish courses at or above the 300 level*

*Students must take at least one course in the Languages and Linguistics category and at least one course in the Literature and Culture category.

Internship/Field Experiences/Service:
Students pursuing the Certificate in Translation Spanish <> English are required to complete SPA 494 - Translation Internship. This course provides students the opportunity to identify and secure clients for pro-bono translation projects. Projects are evaluated for suitability with the supervising faculty member, deadlines established and industry protocol followed throughout project completion. Particular attention will be paid to the multiple proofreading phases in each project. The use of a CAT tool is required. Prerequisites: SPA 326, SPA 425.

Find Out More:
• Mission and History
• Academic Policies
• Academic Integrity
• Academic Scholarship
• Faculty Directory
• Library
• Technology
• Career Center
• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics
MINORS

Accounting & Taxation Minor

Program Overview:
This minor offers students from other majors the fundamental knowledge in accounting & taxation.

Program Contacts:
Dr. Dandan Wu
Chair, Accounting, Economics, & Finance Department
Email: wud@strose.edu

Minor Requirements (18 credits):
Required Courses:
- ACC 121 Principles of Financial Acctg 3
- ACC 221 Intermed Acct 1 3
- ACC 322 Intermed Acct 2 3
- ACC 323 Finan Acct Theory Adv Applic 3
- ACC 328 Taxation 3
- ACC 429 Corporate Taxation 3

Biology Minor

Program Overview:
A Biology minor may be earned by completing the following biology courses with a grade of C or better in each course. Forensic Science majors cannot minor in Biology.

Program Contacts:
Dr. Brian Jensen
Co-Chair, Physical and Biological Sciences Department
Email: jensenb@strose.edu
Dr. Brad Bauer
Co-Chair, Physical and Biological Sciences Department
Email: bauerb@strose.edu

Minor Requirements (20 credits):
Required Courses:
- BIO 190 Principles of Biology 1 3
- BIO 190L Principles of Biology 1 Lab 1
- BIO 191 Principles of Biology 2 3
- BIO 191L Principles of Biology 2 Lab 1

One Ecology course:
- BIO 240 Aquatic Ecology 4
- or
- BIO 241 Marine Ecology 3
- BIO 241L Marine Ecology Lab 1
- or
- BIO 242 Ecology 4
- or
- BIO 243 Principles of Environmental Science 4

One Animal Biology course:
- BIO 201 Invertebrate Zoology 3
- BIO 201L Invertebrate Zoology Lab 1
- or
- BIO 210 Anatomy and Physiology 3
- BIO 210L Anatomy and Physiology Lab 1
- or
- BIO 234 Comparative Vertebrate Biology 3
- BIO 234L Comp Vertebrate Anatomy Lab 1

One additional 4-credit major level Biology course

African-American Studies Minor

Program Overview:
The African-American Studies minor allows broad freedom to investigate a wide range of African-American beliefs, practices, objects, and stories. Students should contact the program director to coordinate course schedules.

Program Contacts:
Dr. Ryane McAuliffe Straus
Chair, History & Political Science Department
Email: strausr@mail.strose.edu
Program Webpage: https://www.strose.edu/history-and-political-science/

Minor Requirements (18-20 credits):
Required Courses:
- ENG 216 Black Literatures 4
- HIS 262 African-Amer Hist since 1863 3 or 4
- Additional elective credits in courses focusing on issues of race/ethnicity and/or on African-American, African, or African diasporic culture(s), history, politics, religions 11-13

Broadcast News Minor

Program Contacts:
Dr. Karen McGrath
Chair, Communications Department
Email: mcgrathk@strose.edu
Minor Requirements (20 credits):
Required Courses:

- COM 217 Multimedia Production 4
- COM 221 Mobile Journalism 3
- COM 313 Broadcast News & Copywriting 4
- COM 318 Audio Rec & Interviewing 4
- COM 420 TV Journalism Practicum 4
- or COM 490 Sr Project-Br News & Mobile Jrn 1 to 4
- or COM 494 Internship 1 to 12

Business Administration Minor

Program Contacts:
Dr. Haidy Brown
Chair, Marketing & Management Department
Email: brownh@strose.edu

Minor Requirements (18 credits):
Required Courses:
Students from other disciplines who wish to minor in Business Administration are required to take the following courses.

- ACC 121 Principles of Financial Accounting 3
- ACC 122 Principles of Managerial Accounting 3
- BUS 233 Business Law I 3
- BUS 246 Organizational Behavior 3
- BUS 253 Principles of Marketing 3
- BUS 301 Financial Management 3

A course in economics is also recommended.

Business Administration Minor, for Psychology Majors

Program Contacts:
Dr. Haidy Brown
Chair, Marketing & Management Department
Email: brownh@strose.edu

Minor Requirements (30 credits):
Required Courses:
Psychology majors who wish to minor in Business Administration are required to take the following courses:

- CSC 111 Intro Computer Science 3
- ACC 121 Principles of Financial Accounting 3
- ACC 122 Principles of Managerial Accounting 3
- BUS 210 Business Communications 3
- BUS 219 Management Information Systems 3
- BUS 246 Organizational Behavior 3
- BUS 253 Principles of Marketing 3
- BUS 301 Financial Management 3
- BUS 362 Human Resource Management 3
- BUS 370 Consumer Behavior 3

Chemistry Minor

Program Overview:
A Chemistry minor may be earned by completing five major-level chemistry courses with a grade of C or better in each course.

Forensic Science majors cannot minor in Chemistry.

Program Contacts:
Dr. Brian Jensen
Co-Chair, Physical and Biological Sciences Department
Email: jensenb@strose.edu
Dr. Brad Bauer
Co-Chair, Physical and Biological Sciences Department
Email: bauerb@strose.edu

Minor Requirements (20 credits):
Required Courses:

- CHM 190 Gen Chemistry 1 3
- CHM 190L Gen Chemistry 1 Lab 1
- CHM 191 Gen Chemistry 2 3
- CHM 191L Gen Chemistry 2 Lab 1
- CHM 201 Organic Chemistry 1 3
- CHM 201L Organic Chemistry 1 Lab 1
- CHM 202 Organic Chemistry 2 3
- CHM 202L Organic Chemistry 2 Lab 1

One additional 4-credit Chemistry course:

- CHM 203 Quantitative Analysis 3
- CHM 203L Quantitative Analysis Lab 1
- or
- CHM 401 Physical Chemistry 1 3
- CHM 401L Physical Chemistry Lab 1 1

Computer Science Minor

Program Overview:
A minor in Computer Science can be a valuable addition to any major at Saint Rose. Students are required to maintain a minimum academic index of 2.25 in the minor and 2.00 in each course in the major/minor.

Program Contacts:
Professor Mark R. Gilder
Chair, Computer Science Department
Minor Requirements (18-21 credits):
Required course:
Students must take six CSC courses to qualify for a minor. Any CSC course can be included in the minor, but it would be impossible to do a minor without including CSC 202.

CSC 202  Intro to Programming  4

Additional CSC courses (14-17 credits)
No more than two of the following courses may count towards the minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 104</td>
<td>Education Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 111</td>
<td>Intro Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSC 112</td>
<td>Fundamentals of Comp Science</td>
<td>3</td>
</tr>
<tr>
<td>CSC 114</td>
<td>Excel</td>
<td>3</td>
</tr>
<tr>
<td>CSC 115</td>
<td>Fundamental Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>CSC 130</td>
<td>Integrate Programming in Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

CSC 202 and CSC 252 may each be taken only twice without faculty permission.

Criminal Justice Minor

Program Contacts:
Dr. Robert Flint
Chair, Department of Criminal Justice, Behavior, & Law
Email: flintr@strose.edu

Minor Requirements (18 credits):
Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 110</td>
<td>Intro to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJS 111</td>
<td>Criminal Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional credits in CJS courses 12

Critical Media Studies Minor

Program Contacts:
Dr. Karen McGrath
Chair, Communications Department
Email: mcgrathk@strose.edu

Minor Requirements (20 credits):
Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 105</td>
<td>Media and Culture</td>
<td>4</td>
</tr>
<tr>
<td>COM 207</td>
<td>Film Arts and History</td>
<td>4</td>
</tr>
</tbody>
</table>
| or
| COM 222  | Film Genre              | 4       |
| COM 315  | Media Criticism         | 4       |
| or
| COM 380  | Topics in Communication | 1 to 4  |
| COM 340  | Communications Law & Ethics | 4 |
| COM 483  | Digital Culture & Communications | 4 |

Digital Publishing Minor

Program Contacts:
Dr. Jennifer Marlow
Chair, English Department
Email: marlowj@strose.edu
Program Webpage: English

Minor Requirements (19-20 credits):
Required courses (11-12 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 115</td>
<td>Intro to Digital Media</td>
<td>4</td>
</tr>
</tbody>
</table>
| or
| ENG 116  | Professional Writing    | 4       |
| ENG 253  | Intro to Digital Publishing | 4   |
| CSC 112  | Fundamentals of Comp Science | 3   |
| or
| CSC 202  | Intro to Programming    | 4       |

Choose one course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 206</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 251</td>
<td>Nonfiction Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 252</td>
<td>Writing for Digital Media</td>
<td>4</td>
</tr>
<tr>
<td>ENG 254</td>
<td>Online Lit Jnl Edit &amp; Pub</td>
<td>4</td>
</tr>
<tr>
<td>ENG 255</td>
<td>Writing Digit Media Criticism</td>
<td>4</td>
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</tbody>
</table>

Choose one course from the following:

The 300-level course should be taken after completing ENG 206, ENG 251, ENG 252, ENG 254, or ENG 255.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 311</td>
<td>Wtrg Creative Nonfiction</td>
<td>4</td>
</tr>
<tr>
<td>ENG 312</td>
<td>Writing Poetry</td>
<td>4</td>
</tr>
<tr>
<td>ENG 313</td>
<td>Writing Fiction</td>
<td>4</td>
</tr>
<tr>
<td>ENG 314</td>
<td>Script Writing</td>
<td>4</td>
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<tr>
<td>ENG 315</td>
<td>Professional Writing &amp; Editing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 317</td>
<td>Advanced Prose Writing</td>
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</tr>
<tr>
<td>ENG 375</td>
<td>Studies in Digital Media</td>
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<tr>
<td>ENG 381</td>
<td>Periodical Studies</td>
<td>4</td>
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</tbody>
</table>

For those students majoring in English, a maximum of 8 credits may apply to both major and minor.

Entrepreneurship Minor

Program Contacts:
Dr. Haidy Brown
Chair, Marketing & Management Department
Email: brownh@strose.edu

Minor Requirements (18 credits):
Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 246</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 369</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 388</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
</tbody>
</table>
BUS 442 | Bus Vent & Entrep 3
Prerequisites for BUS 369: ACC 121, ACC 122, BUS 301
Prerequisite for BUS 312, BUS 370, BUS 373, BUS 374: BUS 253

Select two courses from the following:

BUS 247 | Intro to Sport Management 3
BUS 312 | Marketing Research 3
BUS 349 | Leadership & Organiz Chg 3
BUS 350 | Managing Effective Teams 3
BUS 370 | Consumer Behavior 3
BUS 373 | Sales Management 3
BUS 374 | Personal Selling & Negotiation 3

Ethics Minor

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

In our increasingly complex, globalized, and fast-paced world, it is easy to lose sight of the big picture and our individual responsibilities to the common good. The College of Saint Rose recognizes that today many professionals address fundamental problems and make crucial decisions in ways that powerfully influence the quality of life for others on a regular basis. We believe that sound moral principles inform the best decision-making practices.

The Minor in Ethics equips individuals with the practical and thoughtful tools of ethical reasoning. Courses in Ethics will challenge students to develop the practical intelligence and leadership capacity needed to design constructive solutions when faced with pressing and current ethical questions, problems, and conflicts.

Program Contacts:
Dr. Jeanne Wiley
Chair, Philosophy & Religious Studies Department
Email: wileyj@strose.edu

Minor Requirements (18 credits):
Required course:

- PHI 102 | Ethics and Values 3 or
- RLS 102 | Ethics and Values 3

Five Ethics courses (15 credits):

Student may choose from any additional Ethics courses including, but not limited to, those on the following list:

- PHI 180 | Seminar in Ethics 3
- PHI 205 | Business Ethics 3
- PHI 240 | Social & Political Philosophy 3
- PHI 303 | Environmental Ethics 3
- PHI 330 | Philosophy of Law 3
- PHI 381 | Medical Ethics 3
- RLS 128 | Intro to Christian Ethics 3
- RLS 290 | Religion, Conflict, & Peace 3
- RLS 421 | The Holocaust Historic Tragedy 3

Family Studies Minor

Program Overview:
As an interdisciplinary minor, Family Studies draws on courses in psychology, sociology and social work to offer students a theoretical and practical understanding of the family as a social institution and a vital social system. Students will study the individual’s development within the family, the interrelationships among family members, themselves, and the reciprocal influence of the family and society at large. The Family Studies minor seeks to prepare students for entry-level careers or graduate study in a variety of fields such as public policy, human services, counseling, law and research. The Family Studies minor is open to all students.

Program Contacts:
Dr. Stephanie Bennett-Knapp
Chair, Sociology Department
Email: bennetts@strose.edu

Minor Requirements (27 credits):
Required Courses:

- PSY 110 | Foundations of Psychology 1 3 or
- PSY 111 | Foundations of Psychology 2 3
- SOC 111 | Intro to Sociology 3
- SWK 114 | Intro to SWK:Self-Awar & Soc R 3
- PSY 255 | Parenting:Psych Theory&Rsrch 3
- PSY 200 | Human Sexuality 3 or
- PSY 290 | Psy Perspct on Death&Dying 3
- SOC 252 | Family 3
- PSY 250 | Developmental Psych: Childhood 3 or
- PSY 254 | Devel Psy: Adulthood & Aging 3
- SWK 254 | Child Abuse & Maltreatmnt 3 or
- SWK 255 | Interpersonal Violence 3
- SWK 452 | Family Dynamics 3
- SWK 452 - See catalog course description for prerequisites.

Strongly recommended courses for students in the Family Studies minor:

- PSY 252 | Devel Psy:Adoles & Emerg Adult 3
- PSY 260 | Psychology of Gender 3
- SOC 262 | Sociology Of Sex & Gender 3
- SWK 213 | Soc Chg & Soc Ser 3
- SWK 375 | Diversity Workshop 3
- BIO 116 | Drugs and the Human Body 3
- BIO 116L | Drugs & Your Body Lab 1
Film and Digital Media Studies Minor

Program Contacts:
Dr. Jennifer Marlow
Chair, English Department
Email: marlowj@strose.edu
Program Webpage: English

Minor Requirements (18-22 credits):
Required courses (8 credits):
ENG 115 Intro to Digital Media 4
ENG 279 Film: Theory & Practice 4

Choose 4 to 6 credits from the following:
COM 207 Film Arts and History 4
COM 217 Multimedia Production 4
COM 222 Film Genre 4
COM 317 Documentary Hist & Prod 4
COM 318 Audio Rec & Interviewing 4
ENG 252 Writing for Digital Media 4
ENG 253 Intro to Digital Publishing 4
ENG 254 Online Lit Jrnl Edit & Pub 4
ENG 255 Writing Digital Media Criticism 4
ENG 276 Film/Media Topics/Tchrs 2
PHI 200 Philosophy and Film 3
RLS 190 Religion and Film 3
SPA 345 Latin American Film 3

Choose at least two 300-level courses from the following:
The two 300-level courses should be taken after completing at least
10 credits in the minor.
COM 380 Topics in Communication 1 to 4
ENG 314 Script Writing 4
ENG 342 Studies in Medieval Literature 4
ENG 346 Shakespeare on Film 4
ENG 375 Studies in Digital Media 4
ENG 379 Studies in Film 4
ENG 381 Periodical Studies 4

For those students majoring in English, a maximum of 8 credits
may apply to both major and minor.

Finance Minor

Program Overview:
This minor offers students from other majors the fundamental
knowledge in finance.

Program Contacts:
Dr. Dandan Wu
Chair, Accounting, Economics, & Finance Department
Email: wud@strose.edu

French Minor

Program Contacts:
Dr. Silvia Mejia
Chair, Department of World Languages & Cultures
Email: mejia@strose.edu
**Department webpage:**

World Languages & Cultures

**Minor Requirements (18 credits):**

**Required Courses:**

- FRE 203 Memory and Culture 3
- FRE 204 Discovery and Culture 3
- FRE 216 French Conversation 3
- FRE 300 French Written Expression 3
- FRE 301 Reading for Comprehension 3
- FRE 325 Advanced Conversation 3

Three years of high school French, or FRE 101 and FRE 102, are prerequisite to a minor in French.

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

The French minor may require courses taken off-campus or through study abroad.

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**General Communications Minor**

**Program Contacts:**

Dr. Karen McGrath

*Chair, Communications Department*

Email: mcgrathk@strose.edu

**Minor Requirements (20 credits):**

**Required Courses:**

- COM 201 Media and Culture 4
- COM 217 Multimedia Production 4
- COM 298 Intro Communications Theory 4
- COM 340 Communications Law & Ethics 4
- COM 483 Digital Culture & Communications 4
- or
- COM 484 Design for Visual Comm 4

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**Gerontology Minor**

**Program Contacts:**

Dr. Robert Flint

*Chair, Psychology Department*

Email: flintr@strose.edu

**Minor Requirements (18 credits):**

**Required Courses:**

- PSY 111 Foundations of Psychology 2 3
- PSY 254 Devel Psy: Adulthood & Aging 3
- PSY 290 Psy Perspct on Death& Dying 3
- PSY 352 Health Psychology 3

Choose two of the following:

- PHI 381 Medical Ethics 3
- PSY 495 Directed Research 1 to 6

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**History Minor**

**Program Contacts:**

Dr. Ryane McAuliffe Straus

*Chair, History & Political Science Department*

Email: strausr@mail.strose.edu

**Program Webpage:** [https://www.strose.edu/history-and-political-science/](https://www.strose.edu/history-and-political-science/)

**Minor Requirements (18 credits):**

A minor in History consists of at least 18 credit hours in history and must include at least two upper-division history courses.

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**Health Humanities Minor**

**Program Overview:**

The Health Humanities minor emphasizes critical thinking and ethical development alongside professional and career-oriented skills for students pursuing (or considering) careers in health, medicine, other caring professions, and/or administrative positions in those fields. This minor is complimentary to an array of majors and programs.

**Program Contacts:**

Dr. Emma Bedor Hiland

*Assistant Professor of Communications*

Email: bedore@strose.edu

**Minor Requirements (20 credits):**

**Required Courses:**

- SOC 272 Medical Sociology 3
- COM 280 Topics in Communications 1 to 4
- PBH 370 Global Health 3
- PHI 381 Medical Ethics 3
- COM 494 Internship 1 to 12

*COM 280 must be taken under the topic "Health Communication" for 4 credits.

*COM 494 must be taken for at least 1 credit as a capstone for the minor.

**Choose one:**

- BIO 127 Human Biology 3
  and
- BIO 127L Human Biology Lab 1
  or
- PBH 111 Intro to Public Health 3
Students can choose the course that fits their goals, whether they are interested in hands-on labs (the biology course option) or more theory and context-driven approaches (the public health option).

Choose one:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 209</td>
<td>Century of Genocide</td>
<td>4</td>
</tr>
<tr>
<td>POS 281</td>
<td>Global Health Inequalities</td>
<td>4</td>
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<tr>
<td>POS 332</td>
<td>Us Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>PSY 352</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Students can choose the course they are most interested in based upon their career goals, personal interests, and/or topics they are most interested in learning about.

Human Resource Management Minor

Program Contacts:
Dr. Haidy Brown

Chair, Marketing & Management Department

Email: brownh@strose.edu

Minor Requirements (18 credits):
**Required Courses:**
- BUS 246 Organizational Behavior 3

**Select four courses from the following:**
- BUS 361 Labor Relations 3
- BUS 362 Human Resource Management 3
- BUS 363 Labor & Employment Law 3
- BUS 364 Organizational Staffing 3
- BUS 400 Contemp Human Resource Issues 3
- BUS 412 Compensation & Benefits 3

Integrated Marketing Communications Minor

Program Contacts:
Dr. Karen McGrath

Chair, Communications Department

Email: mcgrathk@strose.edu

Dr. Haidy Brown

Chair, Management & Marketing Department

Email: brownh@strose.edu

Minor Requirements (20 credits):
**Required Courses:**
- BUS 253 Principles of Marketing 3
- BUS 312 Marketing Research 3
  or
- BUS 353 Marketing Management 3
- COM 205 Introduction to Advertising 3

- COM 227 Intro to Public Relations 3
- COM 373 Int Mktg Com Copywriting 4
  or
- COM 374 Int Mktg Com Campaigns 4
- COM 430 Crisis Communications 4
  or
- COM 471 Aec Mgmt in the Agency 4

Journalism Minor

Program Contacts:
Dr. Karen McGrath

Chair, Communications Department

Email: mcgrathk@strose.edu

Minor Requirements (20 credits):
**Required Courses:**
- COM 221 Mobile Journalism 3
- COM 313 Broadcast News & Copywriting 4
- COM 318 Audio Rec & Interviewing 4
- COM 331 Advanced Mobile Journalism 4
- COM 470 Newsroom Practicum 4
  or
- COM 480 Top in Broadcast & Mobile Jrnl 4

Latinx Studies Minor

Program Contacts:
Dr. Silvia Mejia

Chair, Department of World Languages & Cultures

Email: mejias@strose.edu

Department webpage: World Languages & Cultures

Minor Requirements (21-24 credits):
**Required courses:**
- SPA 300 Spanish Written Expression 3
  or
- SPA 302 Spanish: Heritage Spkrs 3
- SPA 309 Hispanic Culture in US 3
- 493 Internship

Students must take four courses from the following categories, with a minimum of one course from each of the three content areas:

- Contextualization of Latin American migration to the United States:
  - HIS 250 Origin/Dev Modrn Latin America 3

- Examination of minority and immigrant cultures in the United States:
  - POS 215 Race&Mass Incarceration in US 4
  - SOC 260 Ins'r Racism & Ethnic Oppr 3

- Manifestations of Latinx culture through literature and the arts:
ENG 235 Latinx Literature 4
SPA 307 Survey Spanish-American Lit 3
SPA 345 Latin American Film 3
SPA 400 Contemporary Latin Amer Novel 3

Additional courses will be considered on an individual basis as fulfilling the content areas above. They will be subject to approval by the Chair of the Department of World Languages and Cultures.

Leadership Minor

Program Contacts:
Dr. Haidy Brown

Chair, Marketing & Management Department

Email: brownh@strose.edu

Minor Requirements (18 credits):
Required Courses:
- BUS 246 Organizational Behavior 3
- BUS 349 Leadership & Organiz Chg 3
- BUS 350 Managing Effective Teams 3
- BUS 362 Human Resource Management 3
- BUS 400 Contemp Human Resource Issues 3

Select one courses from the following:
- BUS 247 Intro to Sport Management 3
- BUS 361 Labor Relations 3
- BUS 363 Labor & Employment Law 3
- BUS 364 Organizational Staffing 3
- BUS 388 Small Business Management 3
- BUS 412 Compensation & Benefits 3

Legal Studies Minor

Program Contacts:
Dr. Robert Flint

Chair, Department of Criminal Justice, Behavior, & Law

Email: flintr@strose.edu

Stephen Maher, JD
Pre-Law Advisor
Email: mahers@strose.edu

Minor Requirements (23 credits):
Required Courses (9 credits):
- CJS 112 The Court Systems 3
- CJS 252 Introduction to Evidence 3
- CJS 321 Prosecution & Defense of the Accused 3

Elective Courses (12 credits):
- BUS 233 Business Law 1 3
- BUS 334 Business Law II 3
- CJS 238 Substantive Criminal Law 3
- CJS 352 Scientific & Expert Opinion Evidence 3
- CJS 440 Cyber Law & Crim Investigation 4
- CJS 498 Senior Seminar 3
- CJS 499 Independent Study 1 to 4
- FPY 300 Forensic Mental Health Law 3

Students who take CJS 498 for the Legal Studies Minor should focus their work in this course on some aspect of law and/or lawyering.

Approval of the pre-law advisor required for CJS 499.

Experiential Courses (2 credits):
- CJS 481 Mock Trial 0 - 2
- CJS 494 Internship in CJS 1 to 12

Literature Minor

Program Contacts:
Dr. Jennifer Marlow

Chair, English Department

Email: marlowj@strose.edu

Program Webpage: English

Minor Requirements (20 credits):
Required Courses (4 credits):
- ENG 112 Intro to Literary Studies 4
 or
- ENG 114 Intro Lit Genres/Traditions 4

16 additional credits of literature courses:

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

For those students majoring in English, a maximum of 8 credits may apply to both major and minor.

All students, including English and English: Adolescence Education majors, may complete the writing, film and digital media studies, and digital publishing minors.

Marketing Minor

Program Contacts:
Dr. John F. Dion

Associate Professor of Marketing

Email: dionj@strose.edu

Minor Requirements (18 credits):
Required Courses:
Students from other majors who wish to minor in Marketing are required to take the following courses:
- BUS 253 Principles of Marketing 3
- BUS 353 Marketing Management 3
Select four courses from the following:

- BUS 312  Marketing Research  3
- BUS 339  Prin of Digital Marketing  3
- BUS 370  Consumer Behavior  3
- BUS 373  Sales Management  3
- BUS 374  Personal Selling & Negotiation  3
- BUS 376  Advertising & Promotional Mgmt  3
- BUS 380  Topics in Business  3 to 4
- BUS 422  Sport Marketing  3
- BUS 423  Int'l Marketing & Export Mgmt  3
- BUS 424  Personal Selling & Negotiation  3

Mathematics Minor

Program Contacts:
Dr. Judith O'Rourke
Chair, Mathematics Department
Email: orourkej@strose.edu

Minor Requirements (18 credits):
Required Courses:
- MAT 190  Calculus 1  4
- MAT 191  Calculus 2  4
- MAT 201  Calculus 3  4
- MAT Electives numbered above 200-level  6

Media Arts & Production Minor

Program Contacts:
Dr. Karen McGrath
Chair, Communications Department
Email: mcgrathk@strose.edu

Minor Requirements (20 credits):
Required Courses:
- COM 207  Film Arts and History  4
- COM 217  Multimedia Production  4
- COM 316  Visual Narrative  4
- COM 317  Documentary Hist & Prod  4
- COM 319  TV Studio Production  4

Choose one of the following courses:
- COM 417  Adv Media Production  4
- COM 482  Topics: Media Arts & Production  4
- COM 483  Digital Culture & Communications  4
- COM 484  Design for Visual Communications  4

Philosophy Minor

Program Overview:
Philosophy is a journey on the road to wisdom, born out of wonder and fueled by questions. “How do we know what to believe? What really matters in life? How can we decide right from wrong?” These are some of the big questions addressed by philosophers. The study of philosophy develops the power of individuals to think carefully and critically, analyze complex problems, and make ethically informed decisions. Philosophy offers students the opportunity to form their own big ideas in light of the rich, shared, intellectual heritage that is the birthright of anyone who ever asked "Why?"

Program Contacts:
Dr. Jeanne Wiley
Chair, Philosophy & Religious Studies Department
Email: wileyj@strose.edu

Minor Requirements (18 credits):
Required Courses:
- PHI 102  Ethics and Values  3
- PHI 110  Invitation to Philosophy  3
- PHI 141  Critical Thinking  3

Any three additional Philosophy courses (9 credits)

Physics Minor

Program Overview:
Physics is the most fundamental of the Natural Sciences. A strong background in physics will strengthen a student's understanding and appreciation of mathematics and the other Natural Sciences. The physics minor will provide students with a strong background in classical and modern physics at both the macro and micro-scale. The physics minor seeks to provide students with the physics background that would enable them to blend their current major with physics at the graduate level, or pursue a physics graduate degree with minimal additional course work.

Program Contacts:
Dr. Brian Jensen
Co-Chair, Physical and Biological Sciences Department
Email: jensenb@strose.edu
Dr. Brad Bauer
Co-Chair, Physical and Biological Sciences Department
Email: bauerb@strose.edu

Minor Requirements (20 credits):
Required Courses:
- PHY 190  Fundamentals of Physics 1  3
- PHY 190L  Fundamentals of Physics 1 Lab  1
- PHY 191  Fundamentals of Physics 2  3
- PHY 191L  Fundamentals of Physics 2 Lab  1
- PHY 250  Waves  3
- PHY 302  Modern Physics  3
PHY 465 Nuclear Physics 3

Choose one from the following courses:

PHY 320 Classical Mechanics 3
PHY 340 Electromagnetism I: Statistics 3

PHY 250, PHY 320, PHY 340 - These courses are not currently offered at The College of Saint Rose and an equivalent course must be taken at another college. See your advisor for prior approval.

PHY 465 is taught at The College of Saint Rose as an independent study capstone course for the physics minor.

Political Communication Minor

Program Contacts:
Dr. Karen McGrath
Chair, Communications Department
Email: mcgrathk@strose.edu

Dr. Ryane McAuliffe Straus
Chair, History & Political Science Department
Email: straussr@mail.strose.edu

Minor Requirements (18-20 credits):
Required Courses:

COM 217 Multimedia Production 4
COM 221 Mobile Journalism 3
or
COM 227 Intro to Public Relations 3
POS 112 Critical Analysis US Politics 4
One additional POS course in the 100-220 level, excluding POS 100 4
One 300-level POS or COM course 3 or 4

Political Science Minor

Program Contacts:
Dr. Ryane McAuliffe Straus
Chair, History & Political Science Department
Email: straussr@mail.strose.edu

Program Webpage: https://www.strose.edu/history-and-political-science/

Minor Requirements (18 credits):
A minor in Political Science consists of 18 credit hours in political science and must include at least two upper-division political science courses.

Psychology Minor

Program Contacts:
Dr. Robert Flint
Chair, Psychology Department
Email: flintr@strose.edu

Minor Requirements (22 credits):
Required Courses:

PSY 110 Foundations of Psychology 1 3
PSY 111 Foundations of Psychology 2 3
Any additional 16 credits in Psychology

Psychology, Religion, and Spirituality Minor

Program Overview:
The College of Saint Rose maintains strong roots in religion and spirituality. This minor will allow students to select courses offered by the Departments of Psychology and Religious Studies to support such interests. This combination of disciplines is recognized by the American Psychological Association’s Division 36, The Society for the Psychology of Religion and Spirituality. Students pursuing this minor will complete an introductory course in psychology followed by a core set of preselected courses in Psychology and a core set of courses in Religious Studies to be selected in consultation with a full-time Religious Studies faculty member.

Program Contacts:
Dr. Jeanne Wiley
Chair, Philosophy & Religious Studies Department
Email: wileyj@strose.edu

Dr. Robert Flint
Chair, Psychology Department
Email: flintr@strose.edu

Minor Requirements (21 credits):
Psychology Courses:

PSY 111 Foundations of Psychology 2 3
PSY 290 Psy Perspect on Death & Dying 3
PSY 365 Introduction to Psychotherapy 3
PSY 363 Abnormal Psychology 3
or
PSY 400 Personality 3

Religious Studies Courses:
Any 3 RLS courses (9 credits total) chosen in advisement with an RLS faculty member.

Optional Recommended Courses:

PSY 250 Developmental Psych: Childhood 3
PSY 252 Devel Psy: Adolesces & Emerg Adult 3
PSY 254 Devel Psy: Adulthood & Aging 3
PSY 310 Social Psychology 3
Public Health Minor

Program Overview:
Public Health is an interdisciplinary minor in which students develop a greater understanding of the various factors affecting community health in local, regional, and global perspectives. The three foundational core courses provide a common language, methodology, and the core public health concepts. The electives provide exposure to a variety of issues that affect public health including; the investigation of epidemics, ethical and social justice issues of public health (e.g., disparities in health care among populations), the political environment, the medical environment, and a variety of human behaviors that affect the public health of society.

A major goal of the minor is to provide hands-on service learning experience in community health through service learning projects. This experiential learning allows the student to actually work on a public health issue with a community partner. This will allow a practical way to solidify the knowledge gained in coursework and provide a service to the community. This will take place in the Introduction to Public Health course and other courses within the program.

Though open to all majors, the Public Health minor may be particularly suitable for students majoring in Biology, Sociology, Social Work, or History/Political Science.

Program Contacts:
Dr. Stephanie Bennett-Knapp
Chair, Sociology Department
Email: bennetts@strose.edu

Minor Requirements (25-26 credits):
Required Courses:
Public Health Core (9-10 Credits)
PBH 111 Intro to Public Health 3
MAT 184 Elementary Statistics 4
or
SOC 288 Social Statistics 4
PBH 370 Global Health 3
Science Elective (4 Credits)
Any BIO Course with Lab (4) 4
Public Health Electives chosen from the courses below (12 Credits):
PBH 272 Medical Sociology 3
PED 173 International Wellness 3
PED 175 Wellness 3
PED 176 Career Wellness 3
PED 177 Wellness for Women 3
PHI 303 Environmental Ethics 3
PHI 381 Medical Ethics 3
POS 364 The Politics of AIDS 4
PSY 352 Health Psychology 3

SOC 223 Creating Social Justice 3
SWK 254 Child Abuse & Maltreatment 3
SWK 255 Interpersonal Violence 3
SWK 364 Substance Abuse 3
SWK 489 Understand Policy 3
Note: Only one PED class can count toward the minor.

Public Relations Minor

Program Contacts:
Dr. Karen McGrath
Chair, Communications Department
Email: mcgrathk@strose.edu

Minor Requirements (19 credits):
Required Courses:
COM 217 Multimedia Production 4
COM 227 Intro to Public Relations 3
COM 373 Int Mktg Com Copywriting 4
COM 374 Int Mktg Com Campaigns 4

Choose one of the following courses:
COM 430 Crisis Communications 4
COM 471 Acct Mgmt in the Agency 4
COM 481 Topics in PR & Advertising 4
COM 484 Design for Visual Comm 4

Religious Studies Minor

Program Overview:
The Religious Studies minor introduces students to religious traditions—communities, beliefs, and practices—as well as several methods to study them. The program offers students noticeable flexibility in subject matter and perspective. The low number of requirements makes this minor a suitable compliment to many professional and/or course-intensive majors.

Program Contacts:
Dr. Jeanne Wiley
Chair, Philosophy & Religious Studies Department
Email: wileyj@strose.edu

Minor Requirements (18 credits):
Required Courses:
RLS 100 Intro Religious Studies 3
RLS 102 Ethics and Values 3
RLS 121 World Religions 3
Three elective courses (9 credits) in Religious Studies
Sales Management Minor

Program Overview:
This minor is an option for all majors except students majoring in Marketing.

Program Contacts:
Dr. John F. Dion
Associate Professor of Marketing
Email: dionj@strose.edu

Minor Requirements (18 credits):

Required Courses:
- BUS 253 Principles of Marketing 3
- BUS 313 Data Analysis for Sales & Marketing 3
- BUS 373 Sales Management 3
- BUS 374 Personal Selling & Negotiation 3

Select two courses from the following:
- BUS 312 Marketing Research 3
- BUS 339 Prin of Digital Marketing 3
- BUS 353 Marketing Management 3
- BUS 370 Consumer Behavior 3
- BUS 376 Advertising & Promo Mgmt 3
- BUS 377 Business to Business Marketing 3
- BUS 380 Topics in Business 3 to 4
- BUS 423 Int'l Marketing & Export Mgmt 3
- BUS 424 Services Marketing 3

Social Justice Minor

Program Contacts:
Dr. Stephanie Bennett-Knapp
Chair, Sociology Department
Email: bennetts@strose.edu

Minor Requirements (18-19 credits):

Required Courses:
- SOC 111 Intro to Sociology 3
- or
- SOC 112 Social Issues 3
- SOC 223 Creating Social Justice 3

Electives (12 credits):
Students select 12 credits of electives. At least 3 credits must be chosen from Diversity and at least 3 credits must be chosen from Policy.

Diversity (at least 3 credits):
- POS 215 Race & Mass Incarceration in US 4
- SOC 260 Inst'l Racism & Ethnic Oppr 3
- SOC 262 Sociology Of Sex & Gender 3
- SOC 360 Power, Privilege & Inequality 3
- SWK 375 Diversity Workshop 3

Policy (at least 3 credits):
- POS 112 Critical Analysis US Politics 4
- POS 142 Political Ideologies 4
- POS 340 Politics of Race & Ethnicity 4
- SOC 213 Soc Chg & Soc Ser 3
- SWK 213 Soc Chg & Soc Ser 3
- SOC 214 Deviance & Control 3
- SOC 494 Internship in Sociology 2 to 4
- SWK 489 Understand Policy 3

*SOC 494: Requires a social justice setting to count toward minor.

Social Work Minor

Program Contacts:
Maureen Rotondi
Chair, Social Work Department
Email: rotondim@strose.edu

Minor Requirements (33-34 credits):

Required Courses:
- BIO 127 Human Biology 3
- BIO 127L Human Biology Lab 1
- POS 111 Introduction to US Politics 3
- SOC 111 Intro to Sociology 3
- SWK 114 Intro to SWK:Self-Aware & Soc R 3
- SWK 113 State of Welfare Services 3
- or
- SWK 212 Societies/Social Welfare 2
- SWK 213 Soc Chg & Soc Ser 3
- SWK 215 Hum Behv Soc Envi 3
- SWK 315 Human Behv Soc Envi 2 3
- SWK 322 Community Practice 3
- SWK 375 Diversity Workshop 3
- SWK 378 Pre-Field Experience 3
- SWK 379 Soc Wrk Pract III 3

Students must complete SWK 213, SWK 114 and SWK 215 before enrolling in SWK 378 and SWK 379, which must be taken together.

Sociology Minor

Program Contacts:
Dr. Stephanie Bennett-Knapp
Chair, Sociology Department
Email: bennetts@strose.edu

Minor Requirements (18 credits):

Required Courses:
- SOC 111 Intro to Sociology 3
- SOC 360 Power, Privilege & Inequality 3

Sociology electives (12 credits):
Students must take 12 credits of SOC electives of their choosing.
Spanish Minor

Program Contacts:
Dr. Silvia Mejía
Chair, Department of World Languages & Cultures
Email: mejias@strose.edu
Department webpage: World Languages & Cultures

Minor Requirements (18 credits):
Required Courses:
- SPA 203 Memory and Culture 3
- SPA 204 Discovery and Culture 3
- SPA 216 Spanish Conversation 3
- SPA 300 Spanish Written Expression 3
- SPA 301 Reading for Comprehension 3
- SPA 325 Advanced Conversation 3

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

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

Internship/Field Experiences/Service:
Live the culture, love the language!

At Saint Rose, all Spanish minors are encouraged to complete an immersion experience. We have options that fit any schedule, and scholarships that fit any budget.

Semester and Summer Study Abroad
Córdoba, Argentina – the gaucho legends and the Jesuit heritage!
Buenos Aires, Argentina – tango, tango, tango!
Talca, Chile – in the fertile wine production valley!
San José, Costa Rica – conocer a los Ticos!
Santo Domingo, Dominican Republic – a semester on a Caribbean island!
Ecuador – 3 options, including the Galápagos Islands!
Guadalajara, México – charming colonial city!
Lima, Perú – for students combining Spanish with Communications!
Seville, Spain – home of flamenco!
Alicante, Spain – on the shores of the Mediterranean!

Faculty-Led Programs (FLPs)
Usually 2-4 weeks in duration, with a faculty member accompanying you.
- Argentina
- Costa Rica
- Cuba

Sport Management Minor

Program Contacts:
Dr. Haidy Brown
Chair, Management & Marketing Department
Email: brownh@strose.edu

Minor Requirements (18 credits):
Required Courses:
- BUS 247 Intro to Sport Management 3
- BUS 300 Spec Topics:Sport Management 3
- BUS 314 Sport Facility & Evnt Mngmt 3
- BUS 422 Sport Marketing 3

Select two courses from the following:
- BUS 312 Marketing Research 3
- BUS 350 Managing Effective Teams 3
- BUS 376 Advertising & Promo Mngmt 3

Writing Minor

Program Overview:
The Writing minor offers students the opportunity to explore a broad range of writing modes, from professional writing and digital media, to journalism, creative writing in all genres, and individual projects. Students should contact the program director to coordinate course schedules.

Program Contacts:
Dr. Jennifer Marlow
Chair, English Department
Email: marlowj@strose.edu
Program Webpage: English

Minor Requirements (20 credits):
Required Courses:
Students may select 20 credits of the following courses, with a minimum of 8 credits at the 300-level and a maximum of 8 credits in Communications:
- ENG 116 Professional Writing 4
- ENG 206 Creative Writing 4
- ENG 246 Imaginative Wrtg:Pract/Pedag 2
- ENG 247 Nonfic Wrtg Wrkshp:Pract/Pedag 2
- ENG 251 Nonfiction Writing 4
- ENG 252 Writing for Digital Media 4
- ENG 253 Intro to Digital Publishing 4
- ENG 254 Online Lit Jrl Edit & Pub 4
- ENG 311 Wrtg Creative Nonfiction 4

Ecuador
Panama
Spain
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<td>Writing Poetry</td>
<td>4</td>
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<tr>
<td>ENG 313</td>
<td>Writing Fiction</td>
<td>4</td>
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<tr>
<td>ENG 314</td>
<td>Script Writing</td>
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<td>ENG 315</td>
<td>Professional Writing &amp; Editing</td>
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<td>ENG 317</td>
<td>Advanced Prose Writing</td>
<td>4</td>
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<td>ENG 410</td>
<td>Senior Writing Project</td>
<td>4</td>
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<td>ENG 494</td>
<td>English Internship</td>
<td>4</td>
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<td>COM 221</td>
<td>Mobile Journalism</td>
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<td>COM 331</td>
<td>Advanced Mobile Journalism</td>
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For those students majoring in English, a maximum of 8 credits may apply to both major and minor.
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Kathleen M. Picotte, Albany, NY *
Victor J. Riley, Jr., Hubert, NC *
Margaret D. Sandman, Naples, FL *
Robert H. Sloan, Loudonville, NY *
The Honorable Ronald B. Stafford, Plattsburgh, NY *
Carl E. Touhey, Ferra Bath, NY *
The Honorable Leonard A. Weiss, Albany, NY *
*deceased

Institutional Leadership & Deans
Lori Anctil, Associate Vice President and Director of Athletics, B.A., Ed.M., State University of New York University at Buffalo
Veronica Fitzgerald, Vice President for Institutional Advancement
Gerald Lorentz, Dean, Division of Arts, Education and Humanities, B.A., M.A., Wilfrid Laurier University; Ph.D., University of Toronto
Ian MacDonald, Dean, Division of Business, Mathematics and Sciences, B.S., Siena College; M.S., Ph.D., The State University of New York at Albany (January 2001)
Margaret McLane, Provost/Vice President for Academic Affairs, B.A., Mount Saint Mary College; M.S. in Ed., The College of Saint Rose; Ph.D., State University of New York at Albany
Debra Lee Polley, Vice President for Finance and Administration, CPA, B.S., State University of New York College at Oneonta
Jennifer Richardson, Associate Vice President for Student Development, B.A., Nazareth College of Rochester; M.A., Framingham State College
Lisa Haley Thomson, Chief of Staff, B.A., Drew University; M.S. in Ed., The College of Saint Rose
Marcia J. White, President, B.A. The College of Saint Rose

Full-time Faculty (2023)
Dana Abbott, Associate Professor of Special Education, B.A., University of New England; M.S., Ph.D., The State University of New York at Albany (2004)
Janet Acker, Associate Professor of Social Work, B.M., Depauw University; M.Div., Union Theology Seminary; M.S., Columbia University; Ph.D., The State University of New York at Albany (2012)
Sara Alvaro, Associate Professor of Chemistry, B.S., Union College; Ph.D., Duke University (2011)
Yu-Jung Avis, Professor of Finance, L.L.B., National Taiwan University Law School; M.B.A., The State University of New York
at Binghamton; Ph.D., Rutgers, The State University of New Jersey (1994)

**Patricia Baldwin**, Assistant Professor of Teacher Education, B.S., The State University of New York at Oneonta; M.S. in Ed., The State University of New York at New Paltz (1999)

**Brad Bauer**, Associate Professor of Physical Chemistry, B.S., DeSales University, Ph.D., The University of Delaware (2011)

**Emma Bedor Hiland**, Assistant Professor of Communications, B.A., State University of New York at Geneseo; M.A., Pennsylvania State University; Ph.D. University of Minnesota (2022)

**Stephanie Bennett-Knapp**, Professor of Sociology, B.S., M.S., Ph.D., The State University of New York at Albany (2008)

**Paul Benzing**, Assistant Professor of Environmental Science, B.S., Virginia Polytechnic Institute and State University; Ph.D., Duke University (2007)


**May Caroline Chan**, Associate Professor of English, B.A., Wesleyan University; M.A., Ph.D., University of Wisconsin, Madison (2005)


**Philip M. Crim**, Assistant Professor of Biology, B.S., The State University of New York College of Environmental and Forestry; B.S. Arizona State University; Ph.D., West Virginia University (2019)

**Kathleen Crowley**, Professor of Psychology, B.A., Syracuse University; M.S., Ph.D., The State University of New York at Albany (1985-1993; 1997)

**Victoria Cunningham**, Assistant Professor of Counseling, B.S., University of Florida; M.A., University of Central Florida; ABD University of North Texas. (2023)

**Euric Dahn**, Professor of English, B.A., University of California, Berkeley; Ph.D., University of Chicago (2009)


**Susan V. DeLuke**, Associate Professor of Special Education, B.S., Vanderbilt University; M.A., Teachers College, Columbia University; Ph.D., Syracuse University (1992)

**Janise DePinto**, Associate Professor of History, B.A., M.A., Ph.D., State University of New York at Stony Brook (2005)

**John F. Dion**, Associate Professor of Marketing; B.A., Beloit College; M.B.A., Western New England University; D.B.A., Grenoble Ecole de Management and Newcastle University (2013)

**Nancy Dorr**, Professor of Psychology, B.A., The State University of New York at Buffalo; M.A., Ph.D., University of Missouri-Columbia (2001)

**Ronald Dugan**, Associate Professor of Educational Psychology, B.S., The State University of New York at Albany; M.S., Russell Sage College; Ph.D., The State University of New York at Albany (2002-2016; 2017)

**Amina Eladdadi**, Professor of Mathematics, B.S., The College of Saint Rose; M.S., Ph.D., Rensselaer Polytechnic Institute (2009)

**Kadyln Farnum**, Associate Professor of Forensic Psychology, B.S., The University of Evansville; M.L.S., M.A., University of Nebraska-Lincoln (2016)


**Robert Flint**, Professor of Psychology, B.S., Allegheny College; M.A., Ph.D., Kent State University (1999)

**Kristi Fragnoli**, Professor of Teacher Education, B.A., Siena College; M.S. in Ed., The College of Saint Rose; Ph.D., The State University of New York at Binghamton (2003)

**Heather Fronckowiak**, Assistant Professor of Social Work, B.S., The College of Saint Rose; M.S.W., The State University of New York at Albany (2019)

**Mark Gilder**, Associate Professor of Computer Science, B.S., M.S., Ph.D., Rensselaer Polytechnic Institute (2013)

**Kaitlin Gould**, Assistant Professor of School Psychology, B.A., University at Albany; M.S., University at Albany; Ph.D., University of Massachusetts, Boston (2022)

**Kelly Hallstrom**, Assistant Professor of Microbiology, B.A., Clark University; Ph.D. University of Massachusetts Medical School. (2018)

**William Hardin**, Associate Professor of Mathematics, B.S., M.S., Ph.D., Syracuse University (2003)

**Steven Hoff**, Professor of School Psychology, B.A., Baruch College; M.S. in Ed., City College of New York; Psy.D., New York University (2004)

**Connelly Holmes**, Assistant Professor, Access Services and Instruction Librarian, B.A., University at Buffalo; M.L.I.S., Syracuse University (2022)

**Frances Ihle**, Associate Professor of Literacy and Special Education, B.S., University of Wisconsin, Madison; M.Ed., University of Minnesota-Twin Cities; Ph.D., University of Kansas (2011)

**Brian Jensen**, Professor of Biology, B.S., Siena College; Ph.D., University of Delaware (2004)

**Patrick Jokiel**, Associate Professor of Organic Chemistry, B.S., University of Michigan-Dearborn; Ph.D., University of Vermont (2016)

**Jin Kim**, Professor of Communications, B.A., M.A., Yonsei University, Korea; M.A., Indiana University; Ph.D., University of Iowa (2011)

**Ross Krawczyk**, Associate Professor of Psychology, B.A., University of Nebraska – Lincoln; M.A., Ph.D., University of South Florida (2013)

**Kathryn Lainty**, Associate Professor of English, A.B., Michigan State University; A.M., University of Southern California; M.A., Ph.D., University of Connecticut (2006)
Christina Lane, Associate Professor of Criminal Justice, B.A., M.A., University of Alberta; M.A., Rockefeller College; Ph.D., The State University of New York at Albany (2006)

Angela Ledford, Professor of Political Science, B.A., M.A., Texas Tech University; Ph.D., University of South Carolina (2002)

Andrew McKenna Lee, Associate Professor of Music Industry, B.A., Carnegie Mellon University; M.A., Manhattan School of Music; Ph.D., Princeton University (2014)

I-Hsuan Lin, Assistant Professor of Social Work, B.A., National Taiwan University; M.B.A., National Sun Yat-Sen University; M.S.W., Ph.D., Indiana University (2019)

Mary Linder, Associate Professor/Librarian, B.A., The State University of New York at Binghamton; M.S., Alfred University; M.L.S., State University of New York at Albany (2007)


Christopher Lucarelli, Assistant Professor of Quantitative Analysis, B.S., University of Wisconsin; M.B.A., Russell Sage College; M.S., Ph.D., Rensselaer Polytechnic Institute (January 1999)

Ian MacDonald, Professor of Computer Information Systems, B.S., Siena College; M.S., Ph.D., The State University of New York at Albany (2001)

Jennifer Marlow, Professor of English, B.A., St. Michael's College; M.A., North Michigan University; Ph.D., The State University of New York at Albany (2011)

Ryane McAuliffe Straus, Professor of Political Science, B.A., University of California-Santa Barbara; M.A., Ph.D., University of California-Irvine (2005)

Sean McCowry, Associate Professor of Music Industry, B.M., Peabody Conservatory; M.M., Yale School of Music; Ph.D., Princeton University (2011)

Karen McGrath, Professor of Communications, B.A., CUNY York College; M.A., The State University of New York at Albany; Ph.D., Southern Illinois University, Carbondale (1997)

Shawn McIntosh, Assistant Professor of Broadcast News and Mobile Journalism, B.S., University of Idaho; M.S., Columbia University; Ph.D., Rutgers, The State University of New Jersey (2022)

Margaret McLane, Associate Professor of Special Education, B.A., Mount Saint Mary College; M.S. in Ed., The College of Saint Rose; Ph.D., The State University of New York at Albany (1993)

Mary Ann McLoughlin, Professor of Mathematics, B.A., The College of Saint Rose; M.A., Washington University; M.S., Ph.D., Rensselaer Polytechnic Institute (1965)

Silvia Mejia, Professor of Spanish, B.A., Universidad Central del Ecuador; M.A., Ph.D., University of Maryland (2007)

Rafael Mello, Assistant Professor of Political Science, B.A., University of the Pacific; M.A., Federal University of Santa Catarina; ABD, University of Brasilia. (2023)

Heta-Maria Miller, Associate Professor of Educational Psychology, M.Ed., Jyvaskyla University, Finland; Ph.D., The State University of New York at Albany (1999)

David Morrow, Associate Professor of English, B.A., Villanova University; M.A., University of New Hampshire; Ph.D., University of California at San Diego (2006)

Deirdre Muldown, Associate Professor of Communication Sciences & Disorders, B.Ed., Carlsfory College of Education, Ireland; M.S., The College of Saint Rose; M.S., University of Ulster, Ireland; Ph.D., University of New Mexico (January 2017)

Charles Murray, Associate Professor of Economics, B.S.B.A., Shippensburg University; Ph.D., Iowa State University (2016)

Ann M. Neilson, Assistant Professor of Physical Education, B.S., The State University of New York College at Brockport; M.S., The College of Saint Rose; D.P.E., Springfield College (1992)

Daniel Nester, Professor of English, B.A., Rutgers University; M.F.A., New York University (2005)

Paul Olsen, Associate Professor of Computer Science, B.A., M.S., The State University of New York at Albany (2016)

Judith O'Rourke, Professor of Computer Science, B.A., The State University of New York College at Oswego; B.S., Union College; M.S., Ph.D., Rensselaer Polytechnic Institute (2001)


John Pickering, Jr., Professor of Communication Disorders, B.A., M.A., University of Maine; Ph.D., Ohio University (1993)

Julie Piepenbring, Assistant Professor of Social Work, B.S., M.S.W., Southern Connecticut State University; Ph.D. Fordham University. (2018)

Emily Pinkerton, Assistant Professor of Music Industry, B.A., Butler University; M.M.; Ph.D., The University of Texas at Austin. (2018)

Sara Powers, Assistant Professor of Psychology, B.A., Holy Family University; M.A., Ph.D., University of Akron (2014)

David Rice, Associate Professor of English, B.A., Western Kentucky University; M.A., Ph.D., University of Connecticut (2004)

Elizabeth Richards, Associate Professor of Communications Production, B.A., Millersville University; M.A., State University of New York at Buffalo; M.F.A., State University of New York at Brockport (2015)

Rebecca Robinson, Assistant Professor, Head of Library Instruction and Research Services, B.A., Skidmore College; M.S., University at Albany (2022)

Lillian Rodríguez Steen, Assistant Professor of Forensic Psychology, B.A., University of Toledo; Ph.D., University of Ontario Institute of Technology (2022)

Maureen Rotondi, Associate Professor of Social Work, B.S., Siena College; M.S.W., The State University of New York at Albany (1992)

Melody Sardella, Assistant Professor of Nursing, B.S., Southern Vermont College; M.S., State University of New York Empire State College (2022)

Julienne Cuccio Slichko, Assistant Professor of Special Education, B.A., M.S., Mount St. Mary College; Ph.D., The State University of New York at Albany (2018)

Steven Strazza, Professor of Chemistry, B.S., State University of New York College at Oneonta; M.S., Ph.D., New Mexico State University (1988)

Keith Sturges, Associate Professor of Physics, B.S., Florida Institute of Technology; Ph.D., Naval Postgraduate School (2006)

Jennifer Suriano, Assistant Professor of Teacher Education, B.A., State University of Geneseo; M.S. Ed., Mary Baldwin University; Ed.D., University of Virginia (2022)

Brian Sweeney, Professor of English, B.A., St. Joseph's University; A.M., Ph.D., Brown University (2011)

Jamal Teymouri, Associate Professor of Mathematics, B.S., M.A., Ph.D., The State University of New York at Albany (1990)

Julia Unger, Associate Professor of Communication Sciences & Disorders, B.H., European Fresenius University, Germany; M.A., University of Colorado at Boulder; Ph.D., Heidelberg University of Education, Germany (2013)

Donna VanAlst, Associate Professor of Social Work, B.A., College of New Rochelle; M.B.A., New York University; M.S.W., Rutgers University; M.Phil, Ph.D., Columbia University (2017)

Zhengjun Wang, Associate Professor of Management, B.A., Zhejiang University; M.B.A., Kent State University; Ph.D., Louisiana State University (2015)

Theresa Ward, Associate Professor of Special Education, B.A., M.S., The State University of New York at Albany; Ed.D., University of Central Florida (2000)

Patricia Weldon, Associate Professor of Social Work, B.A., Boston University; M.S.W., Boston College; Ph.D., The State University of New York at Albany (2017)

Jeanne Wiley, Associate Professor of Philosophy, B.A., M.A., Ph.D., Catholic University of Louvain (1989-1999; 2002)

David Williamson, Assistant Professor of Management, B.A., Marlboro College; M.S. University of Massachusetts; D.B.A., Temple University. (2023)

Dandan Wu, Professor of Finance, B.S., Beihang University; Ph.D., Washington State University (2011)

Ann Zau, Professor of Psychology, B.A., Saint Mary’s College; Ph.D., University of Maine (January1993)

Ann Zeeh, Professor of Biology, B.S., Clarkson University; Ph.D., The State University of New York at Albany (January 1993)

Claire M. Ziamandanis, Professor of Spanish, B.A., St. Lawrence University; M.A., Ph.D., The State University of New York at Albany (1992)

Faculty Appointed to Professor Emeritus

Harvey Alexander, (1985–2017), Professor Emeritus of Biology

Steven Alger, (1976-2007), Professor Emeritus of Sociology

James Allen, (1988–2017), Professor Emeritus of Educational Psychology

Alfred Antico, (1984-2015), Professor Emeritus of Communications

Carmen Artino, (1967-2010), Professor Emeritus of Mathematics

John Avitabile, (1989-2021), Associate Professor Emeritus of Computer Science

Stephen Birchak, (1992–2018), Professor Emeritus of Counseling and Educational Leadership

Sister Charleen Bloom, CSJ, (1970-2012), Professor Emeritus of Communication Sciences and Disorders

Lucy Bowditch, (1995-2021), Professor Emeritus of Art History

Ann Breaznell, (1997-2021), Associate Professor Emeritus of Graphic Design

Scott Brodie, (1985-2018), Professor Emeritus of Art

Richard Brody, (1976–2017), Professor Emeritus of Educational Psychology

Sister Agnes Rose Burton, CSJ, (1971-2002), Professor Emeritus of Political Science

Margaret A. Byrnes, (1969-2002), Professor Emeritus of Music

Sondra G. Cadman, (1970-1997), Professor Emeritus of Public Communications

Catherine A. Cavanaugh, (1977-2015), Professor Emeritus of English

Patricia Clahassey, (1969-1997), Professor Emeritus of Art

Benjamin Clansy, (1993-2022), Professor Emeritus of Political Science

Sister Anne L. Clark, CSJ, (1966-1997), Professor Emeritus of Education

Donald Dean, (1982–2017), Professor Emeritus of Accounting

Sister Ida C. DeCastro, CSJ, (1966-1998), Professor Emeritus of Business

Sister Francine Dempsey, CSJ, (1966-1999), Professor Emeritus of English

Sister Marguerite Donovan, CSJ, (1968-1989), Professor Emeritus of Business


Paul Eovskevich, (1985-2021), Professor Emeritus of Music

Natalie S. Finder, (1970-1986), Professor Emeritus of Education

Theresa Flanigan, (2006-2021) Professor Emeritus of Art History

Gregory Gross, (1977-2018), Professor Emeritus of Social Work

Sister Rita Catherine Haber, CSJ, (1949-1988), Professor Emeritus of Business

Kristine Herrick, (1985-2009), Professor Emeritus of Graphic Design
Barry Hughes, (1985–2021), Professor Emeritus of Accounting

Catherine Katagiri, (1980-2019), Professor Emeritus of Accounting


Margaret Kirwin, (1973–2014), Professor Emeritus of Teacher Education

Julian “Randy” Kolod, (1968–2010), Professor Emeritus of Mathematics

Kenneth Krauss, 1990–2017), Professor Emeritus of English/Drama

Suzanne LaVigne-Mest, (1970-2006), Professor Emeritus of Music


Marguerite G. Lodico, (1985–2017), Professor Emeritus of Educational Psychology

Jessica Loy, (1989-2021), Professor Emeritus of Graphic Design

Kathleen Lyon, (1986-2009), Professor Emeritus of Reading

RoseMarie Manory, (1969-1996), Professor Emeritus of History

K. Michael Mathews, (1997-2021), Professor Emeritus of Business

Paul Mauren, (1978-2018), Professor Emeritus of Art

Irene Junkum McDermott, (1955-1990), Professor Emeritus of Business

Gary McLouth, (1988-2011), Professor Emeritus of Communications

Sister Katherine McPeak, CSJ, (1972-1998), Professor Emeritus, Library

Richard Medved, (1973-2009), Professor Emeritus of Special Education

Khalid Mehtabdin, (1986-2021), Professor Emeritus of Economics

Esther Murillo-Miklic, (1989–2017), Professor Emeritus of Spanish

Gina Occhiogrosso, (2006–2021), Professor Emeritus of Art, Drawing and Painting

A. Yolanda Ortal, (1964-1991), Professor Emeritus of Spanish

Jeannine Pondozzi, (1989-2011), Professor Emeritus of Communications


Donna Reitinger, (1978–2015), Professor of Psychology

Thomas Santelli, (1991-2021), Professor Emeritus of Art

Kathleen Scott, (1986-2010), Professor Emeritus of Teacher Education

Hollis Seamon, (1986–2017), Professor Emeritus of English

Anne Sheehan, (1985-2011), Professor Emeritus of English


Sister Mary Karol Smolka, CSJ, (1965-1988), Professor Emeritus of Biology

Sister Joanne St. Hilaire, CSJ, (1980-2004), Professor Emeritus of English

Simona Sung, (1990–2016), Professor Emeritus of Economics

Carl Swidorski, (1980-2009), Professor Emeritus of Political Science

Kris Tolmie, (2008-2021), Associate Professor Emeritus of Art

Katherine Voegtle, (1993–2017), Professor Emeritus of Educational Psychology

Willard Washburn, (1998-2016), Professor Emeritus of Secondary Education

Richard W. Wunderlich, (1980-2005), Professor Emeritus of Sociology

Sister Theresa Wysolmerski, CSJ, (1959-2003), Professor Emeritus of Biology
COURSES

ACC - Accounting

ACC 121 - Principles of Financial Acctg (3)
This course is an introduction to the terminology, quantitative and qualitative analysis, application and integration of financial knowledge. It encompasses financial understanding and reasoning among individuals, groups and societies. The course will concentrate on the theory and application of financial communication systems and information flow as a determinant in resource allocation. Coverage will include: nature of assets, liabilities and equity; the recording and reporting cycle; internal controls; and, international financial reporting standards (IFRS). Students will be exposed to computer applications, cooperative learning, ethical issues and will develop communication skills. Accounting and Finance majors may take the course as freshmen. All other majors must have earned at least 24 credits before taking this course.

ACC 122 - Principles of Managerial Acctg (3)
This course is an introduction to the basic terminology, principles and conceptual framework of the managerial information needs for collective decision processes of individual firms and societies at large. Students will study managerial applications related to resource allocation involving planning and controlling business operations, analyzing and interpreting of cost behavior and assessing performance. Students will be introduced to time value of money concepts and use software for basic quantitative and qualitative analysis for business decisions. Students will study the use of managerial information to review and enhance organizational behaviors within an ethical decision framework. Accounting and Finance majors may take the course as freshmen. All other majors must have earned at least 24 credits before taking this course. Prerequisite: ACC 121.

ACC 221 - Intermed Acct 1 (3)
This course provides an in-depth and critical examination of accounting theory, concepts and regulation. Generally accepted accounting principles (GAAP) will be examined as they relate to financial statement preparation, asset valuation and related income determination. Emphasis will be on applicable accounting pronouncements and convergence with international financial reporting standards (IFRS). The course will involve a research component using the FASB Codification database, ethical considerations, cooperative learning, case analysis, and communication skills. Computer literacy is assumed. Prerequisites: ACC 121, ACC 122, CSC 111 or CSC 114.

ACC 222 - Intermed Acct 2 (3)
This course concludes the in-depth and critical examination of accounting theory, concepts and regulation. Generally accepted accounting principles (GAAP) will be examined as they relate to financial statement preparation and disclosure, revenue recognition, long-term construction contracts, deferred taxes, pensions, leases, accounting changes, interim reporting and financial analysis. Emphasis will be on applicable accounting pronouncements and convergence with international financial reporting standards (IFRS). The course will involve a research component using the FASB Codification database, ethical considerations, cooperative learning, case analysis, and communication skills. Computer literacy is assumed. Prerequisite: ACC 221.

ACC 227 - Cost Accounting (3)
The second course in the managerial/ cost sequence provides an in-depth and critical examination of the power and limitations of cost systems and their role in a strategic organization. Traditional budgeting and cost topics are extended to activity-based and enterprise system models. Microcomputer-based modeling and analysis techniques are extensively employed. Prerequisite: ACC 122.

ACC 228 - Taxation (3)
This course includes a study of the concepts of U.S. income tax laws and their impact on decision-making, individual behavior, business activity, and society in general. The topics developed include: an understanding of the evolution of taxation concepts and the system employed in the United States, as well as the role of taxation as a source of revenue and a device to meet other governmental goals or objectives; an understanding of the concept of taxable income; an introduction to tax research. Basic provisions as they relate to gross income, deductions, credits and classification are discussed. Includes a designated accounting research component. (L10)

ACC 380 - Topics in Accounting (1 to 4)
The purpose of this course is to provide flexibility within the course offerings and an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular course offerings.

ACC 320 - Acc't Information Systems (3)
This course addresses the concepts, processes, and security aspects of information and communication systems that relate to the accounting function. The emphasis is on accounting, users, business processes, risk and internal controls. The course will involve system use and analysis, research into new technologies, case studies, ethical considerations, and oral and written communication skills.
ACC 414 - VITA Program (1)
The VITA program is a Volunteer Income Tax Assistance program. This course offers the practical application of individual tax law through volunteer community service. Students will prepare Federal and state income tax returns for low-income individuals and families, developing and using technical and interpersonal skills in the process. The course will involve informational meetings and IRS-designated training and certification. Students will also have the chance to network with leaders from the various local community-based organizations that sponsor and run the VITA program. This course is allowed to be repeated for additional credit in subsequent semesters.

ACC 421 - Financial Auditing (3)
This course emphasizes the philosophy, ethics and environment of the auditing profession and the attest function. An analytical framework for auditing is presented which includes auditing standards, professional conduct, legal liability and audit risk. The auditor's decision process in evaluating internal controls, materiality, audit sampling and accumulating evidence for the audit is presented. Other attestation and assurance services are covered. Includes a designated accounting research component. Fulfills writing-intensive requirement. Prerequisite: ACC 322.

ACC 429 - Corporate Taxation (3)
This course studies the application of a broad range of tax concepts and types of taxpayers, including issues in the taxation of corporations by federal and state governments and the taxation of tax-exempt organizations. An emphasis on the role of taxation in the business decision-making process is discussed. Students will be provided with the skills to conduct basic tax research and tax planning, as well as the preparation of Form 1120, U.S. Corporation Income Tax Return. An exposure to professional standards and ethics will be discussed, and students will be provided with knowledge of the interrelationships and differences between financial accounting and tax accounting. Includes a designated accounting research component. Prerequisite: ACC 328.

ACC 430 - Fed Tax & Mngmnt Decisions (3)
This course provides students with awareness of tax issues and shows the relationship between financial and tax accounting concepts. Recognition of tax issues inherent in the financial decision-making process, as well as basic tax research and planning, are discussed. Prerequisite: ACC 328.

ACC 431 - Governmental & Non-Profit Acct (3)
This course addresses the accounting principles and practices of governmental organizations. The course considers fund accounting principles and the unique financial reporting attributes relevant to entities operating within the state and local governmental units. The course also addresses the accounting principles of a not-for-profit organization and analyzes their differences to those of a governmental unit. Prerequisite: ACC 328.

ACC 444 - Performance Acc't (3)
This course explores the principles and procedures of the internal auditor in conducting a performance audit. The duties and responsibilities of the internal auditor within the management team and organization are explored in detail. Topics covered include: the organization of the internal audit department; staff qualifications and development; long- and short-range audit plans; and the elements of internal auditing (e.g., preliminary survey audit programs, field work activities, and report and management review). Applications and research will consider both the private and governmental sector. Prerequisite: ACC 421 or permission of the instructor.

ACC 447 - Fraud (3)
Fraud has a significant impact on businesses and on the economy. The course will study data relating to the prevalence of fraud, its impact on organizations, and its impact on individuals. The ethical framework and models pertaining to fraud will also be studied. We will also address the responsibilities of auditors in identifying and reporting fraud. Through studies and case analyses, students will learn how frauds have been perpetrated, how they were detected, and how they could have been prevented.

ACC 480 - Directed Readings (3)

ACC 494 - Accounting Internship (3)
A supervised accounting internship in organizations in the private, public, and not-for-profit sectors, this course provides students with the opportunity to gain valuable field experience in performing accounting functions while developing their networking skills and cultivating their own network of professional contacts. Application and screening interviews must be complete; contact the School of Business Internship Director for further information. Prerequisites: ACC 293 and permission of the internship director.

ACC 496 - Integrated Acct Experience (3)
A capstone experience for accounting majors, this course views the controllership function from budgeting and cost analysis to financial statement presentation and dissemination, including XBRL. Emphasis is on best practices and value chain integration concerning cash flows and capital asset acquisitions, procurements, financial analysis, performance measurements and rewards. Relationships with the Treasurer, internal auditors, regulators, the audit committee, and external auditors are explored. Prerequisites: ACC 320, ACC 421.

ACC 498 - Faculty Sponsored Internship (2 to 12)
This course provides students with an opportunity to work with a faculty member on a discipline-related project through a field experience in a business organization. Prerequisite: permission of faculty member.

ACC 499 - Independent Study (1 to 4)

ARA - Arabic

ARA 101 - Identity and Culture (3)
With a communication-centered approach, this course begins with the alphabet, elementary structures, expressions and vocabulary of the Arabic language, with a significant focus on cultural aspects and/or current events of the Arabic speaking world. After completing this course, students should be able to recognize words and simple sentences in familiar and everyday contexts. Students with more than one year of high school Arabic should not take this course. (C3)

ARA 102 - Culture in Action (3)
A continuation of ARA 101. With a communication-centered approach, this course explores the elementary structures, expressions and vocabulary of the Arabic language, with a significant focus on cultural aspects and/or current events of the Arabic speaking world. After completing this course, students should be able to handle short social interactions, using written or oral language to communicate about familiar topics via phrases and
simple sentences. Students with more than two consecutive years of high school Arabic should not take this course. (C3)

**BIO - Biology**

**BIO 100 - Fundamentals of Biology (4)**
An introductory course for non-majors in fundamental principles of biology. Students will explore the process of scientific investigation with emphasis on the applications of biology in contemporary life. Students will gain a basic knowledge of the concepts and content of science, as well as learn how to apply this scientific information to the living world. Laboratory exercises are developed to provide the student with hands-on experience with the process of science. The objectives are to reinforce basic principles of biology, improve the student's ability to reason scientifically and to develop a sense of inquiry, understanding and appreciation of the role of laboratory science in advancing knowledge of the nature of life. Lab Fee. Offered as needed. (C5)

**BIO 103 - Science & Society (3)**
(Cross-listed with CHM 103) An introductory course for non-majors with little or no formal training in science and mathematics. Science and Society will examine the historical development and social context of major concepts from biology, chemistry and physics. BIO 103L Laboratory required. Offered as needed. (C5)

**BIO 103L - Science and Society Lab (1)**
Illustrates lecture topics and helps students develop laboratory skills and techniques. Lab Fee. Offered as needed. (C5)

**BIO 105 - Human Heredity (3)**
A course for non-majors which presents principles of genetics as applied to inheritance in humans. Students will: (1) gain an understanding of the complexities of modern genetics including the inheritance of genetic diseases, the effects of environmental agents on genetic material, the legal issues of human genetics, and the role of genetics in personalized medicine; (2) discuss the research techniques of genetic scientists; (3) use the primary research literature of genetics; (4) discuss ethical issues related to genetic research/discoveries; and (5) present scientific ideas related to genetics in an informal setting. BIO 105L Laboratory required. Offered as needed. (C5)

**BIO 105L - Human Heredity Lab (1)**
Lab Fee. (C5)

**BIO 112 - Environmental Science (4)**
(Cross-listed with ENV 112) This course is an introduction to environmental science. This course will survey the major environmental problems of today and how science informs our understanding of these problems. Possible solutions, strategies to manage our environment, and the intersection of science and society will be discussed. BIO 112L Laboratory required. Offered as needed. (C5)

**BIO 116 - Drugs and the Human Body (3)**
A survey for non-majors of the biochemistry and physiology of drug action. Drugs such as aspirin, Tylenol, caffeine, valium, penicillin, morphine, antihistamines, anti-cancer agents, as well as many others will be discussed. There will also be an in-depth look at drugs of abuse, including alcohol, marijuana and cocaine, among others. Emphasis will be placed on how these drugs work and how they affect the human body. Confers degree, not major or minor credit. Fulfills drug education component requirement. Offered as needed. (C5)

**BIO 116L - Drugs & Your Body Lab (1)**
Laboratory to accompany BIO 116. Lab Fee. (C5)

**BIO 118 - Biology of AIDS (4)**
A non-major-level course which seeks to provide an introduction to virology, immunology and disease epidemiology with emphasis placed on the human immunodeficiency virus (HIV), the cause of acquired immunodeficiency syndrome (AIDS). Topics to be covered in this course include the history of the HIV epidemic, HIV structure and physiology, HIV/AIDS detection and pathology, current epidemiology, drug therapy and vaccine development. Confers degree, not major or minor or science concentration credit. Laboratory included. Fulfills AIDS education component requirement. Offered as needed. (C5)

**BIO 127 - Human Biology (3)**
This course for non-majors enables the student to gain a firm grasp of current biological concepts and how these concepts apply to human life. The organization and function of human body systems will be explored with an appreciation of underlying and interrelated genetic, environmental and evolutionary concepts. Confers degree, not major or minor credit. BIO 127L Laboratory required. Fall, Spring (C5)

**BIO 127L - Human Biology Lab (1)**
Lab Fee. (C5)

**BIO 190 - Principles of Biology 1 (3)**
A course designed to complement BIO 191 for science majors. Students will: (1) gain an understanding of the fundamental concepts in various areas of biology enabling you to pursue further study in related areas in upper-level biology courses; (2) be introduced to the research techniques of biologists; (3) be introduced to the scientific literature of biology; (4) discuss topics and ideas related to biology and to explore at least one issue of choice in the area of biology, in depth, from the perspective of how it affects society; (5) gain experience in the presentation of scientific ideas in an informal setting. BIO 190L Laboratory required. Fall, Spring (C5)

**BIO 190L - Principles of Biology 1 Lab (1)**
Exercises which illustrate biological concepts, develop critical thinking skills and enable students to improve their ability to organize information and deal with unknowns. Lab Fee. Laboratory and lecture must be taken together. Fall, Spring (C5)

**BIO 191 - Principles of Biology 2 (3)**
A course designed to complement BIO 190 for science majors. Major topics include evolution, botany, ecology, and biodiversity. Modern biological issues and research approaches are stressed. A suitable score on the math placement exam or permission of the instructor is required. BIO 191L Laboratory required. Spring. (C5)

**BIO 191L - Principles of Biology 2 Lab (1)**
Exercises which illustrate biological concepts, develop critical thinking skills and enable students to improve their ability to organize information and deal with unknowns. Lab Fee. Laboratory and lecture must be taken together. Spring, (C5)

**BIO 199 - Human Anatomy & Physio I (3)**
Human Anatomy and Physiology I is the first course in a two course sequence designed to enlighten students on the structure and function of all of the human body systems. In this course we will
cover basic biological chemistry, the cell, tissues, the integument, the skeletal system, joints, the muscular system, action potentials, the nervous system, and special senses. BIO 199L. Laboratory required.

**BIO 199L - Human Anatomy & Physio I Lab (1)**
Laboratory to accompany BIO 199. Lab fee.

**BIO 200 - Human Anatomy & Physio II (3)**
Human Anatomy and Physiology II is the second course in a two course sequence designed to enlighten students on the structure and function of all of the human body systems. In this course we will cover blood, the circulatory system, the lymphatic system, the respiratory system, the digestive system, metabolism, the urinary system, fluid balance, the endocrine system, and the reproductive system. An organism level course. BIO 200L Laboratory required. Prerequisite: BIO 199 and BIO 199L with a minimum grade of C.

**BIO 200L - Human Anatomy & Physio II Lab (1)**
Laboratory to accompany BIO 200. Lab fee.

**BIO 201L - Invertebrate Zoology (3)**
A study of the invertebrate systems which unify the fields within biology and the diversity which makes each invertebrate unique. An organism-level course. BIO 201L Laboratory required. Prerequisite: BIO 100, 190 or permission of the instructor. Offered as needed.

**BIO 201L - Invertebrate Zoology Lab (1)**
Lab Fee.

**BIO 210 - Anatomy and Physiology (3)**
Principles of human anatomy and physiology with an emphasis on the relationships and functioning of all body systems. An organism-level course. BIO 210L Laboratory required. Prerequisite: BIO 100, 127, or BIO 190 or permission of the instructor. Spring

**BIO 210L - Anatomy and Physiology Lab (1)**
Lab Fee.

**BIO 220 - Plant Structure (3)**
A survey of the plant kingdom. Evolutionary characteristics of various plant groups, as well as processes such as photosynthesis and plant metabolism will be studied. Laboratory will include some field work. An organism-level course. BIO 220L Laboratory required. Prerequisite: BIO 100 or BIO 191. Offered as needed.

**BIO 220L - Plant Structure Lab (1)**
Lab Fee.

**BIO 234 - Comparative Vertebrate Biology (3)**
A study of vertebrate form, function and diversity with an emphasis on evolutionary mechanisms. An organism-level course. BIO 234L Laboratory required. Prerequisite: BIO 100 or BIO 191. Offered as needed.

**BIO 234L - Comp Vertebrate Anatomy Lab (1)**
Lab Fee.

**BIO 236L - Environmental Technology Lab (1)**
Lab Fee.

**BIO 240 - Aquatic Ecology (4)**
This course will use principles of ecology to understand aquatic ecosystems, including streams, rivers, lakes, wetlands and estuaries. We will look at physical processes, nutrient cycling, food webs, ecological communities, water quality, human impacts, and restoration of damaged ecosystems. Prerequisites BIO 191 or CHM 191. Fall

**BIO 241 - Marine Ecology (3)**
The marine environment is not only aesthetically pleasing; it is also rife with examples that demonstrate key ecological principles, making it an ideal environment in which to study ecology. The first quarter of this course will be devoted to physical oceanography. The remainder of the course will cover different marine environments and the plants and animals that inhabit them. Special attention will be paid to how the animals interact with their environment, and their neighbors. Prerequisites: BIO 190/191, CHM 190/191. Spring.

**BIO 241L - Marine Ecology Lab (1)**
Marine Ecology Laboratory is a week-long hands-on field experience that takes place on Cape Cod, MA. Many techniques essential to marine ecology will be covered, in addition to a first hand look at the marine environment. Because this laboratory takes place in the field, students must be prepared to walk long distances and participate in other physically demanding activities in a variety of weather conditions. Because time will be spent on boats, students should take precautions to prevent motion sickness. Lab Fee and Travel Fee. Co-requisite: BIO 241.

**BIO 242 - Ecology (4)**
Ecology is the scientific study of the relationships and interactions between organisms and their environment. Ecology deals with questions that address the distribution, abundance, life cycle, and behaviors of organisms, and how both biotic and abiotic factors influence these. Ecology is a broad, active, and diverse branch of science. Instructional methods will include lecture, laboratory activities, field trips, and course discussions. Prerequisites: BIO 191 or CHM 191.

**BIO 243 - Principles of Environmental Science (4)**
We will look at how the sciences inform our understanding of today’s major environmental issues. We will explore how we can apply science to understanding our planet and its living systems, especially with respect to human impacts on our changing environment. We will address issues such as climate change, environmental toxicology, threats to biodiversity, and the restoration of damaged ecosystems. This course is oriented toward science majors. Prerequisites: BIO 191 or CHM 191.

**BIO 258 - Genetics (3)**
This course includes the study of genetic phenomena at levels of molecules, cells, organisms and populations. Students will: (1) gain an understanding of the complexities of modern genetics that will be the basis for further studies in genetics in other upper-level classes and in graduate school; (2) discuss the research techniques of genetic scientists; (3) use the primary research literature of genetics; (4) discuss topics and issues related to genetics, including the role of genetics in modern society and ethical issues related to genetic research/discoveries; and (5) present scientific ideas related to
BIO 270 - Microbiology for Health Sci (3)
This course provides a foundation in microbial physiology and diversity with a focus on bacterial organisms relevant to human health and disease. Topics discussed will include cell structure, metabolism, microbial nutrition, genetics, control of microbial growth, isolation and identification of bacterial microbes, and microbe-human interactions. This course will also provide an introduction to the human immune system. There is a required laboratory component for this course designed to complement lecture topics. Students should leave this course with a broad understanding of and appreciation for the impact microbes have on our daily lives. The lecture and course content provide the foundation of general microbiology required for the nursing track through the College of Saint Rose.

BIO 270L - Microbio for Health Sci Lab (1)
This lab is a required component of BIO 270 Microbiology for Health Sciences. Laboratory experiments are designed to complement and help reinforce topics covered in lecture while giving students the opportunity to develop practical laboratory skills used in biological research and clinical labs. Skills to be covered include biosafety, aseptic technique, observation and identification of bacteria, and general lab skills.

BIO 307 - Biochemistry (3)
(Cross-listed with CHM 307) A study of the organic chemistry of the molecular components of cells including proteins, enzymes (kinetics and mechanisms), carbohydrates, and lipids. The metabolism of these constituents, including glycolysis, TCA cycle and electron transport, and energy transformations involved in these pathways will also be discussed. BIO 307L Laboratory is required. It is strongly suggested that students take BIO 350 or BIO 351 prior to taking BIO 307. Prerequisite: CHM 202. Fall.

BIO 307L - Biochemistry Lab (1)
Lab Fee. Fulfills writing-intensive requirement.

BIO 310 - Comparative Animal Physiology (3)
In Comparative Animal Physiology we will strive to understand how various organ systems function, paying careful attention to their evolutionary origins. The course will begin with a brief review of the chemistry and physics that is essential to the study of physiology. We will quickly move on to function in various organ systems. Examples will be drawn from throughout the animal kingdom, and will reflect both the evolution of the organ system and fundamental needs of the system. Upon completion of this course, students should have not only a solid understanding of specific organ systems, but also an intuitive sense of function in these systems. Laboratory Required. Prerequisites: BIO 190/191, CHM 201/202. Fall of even years.

BIO 310L - Compar Animal Physiol Lab (1)
Lab fee.

BIO 311 - Paleontology (4)
The study of fossils as applied in both geology and biology. Under most conditions sedimentary rocks, which contain the most information about geological history, can only be dated by the use of fossils. They provide a direct record of how life has evolved and the kinds of environments these organisms lived in. Topics include how fossils are formed, biostratigraphy, evolution, paleogeography and paleoecology. Two and a half hours of lecture and two hours of laboratory per week plus several field trips. An organism-level course. Cross registered with ESC 311. Prerequisite: BIO 191. Alternate Spring.

BIO 320 - Pathogenic Microbiology w/Lab (3)
A study of the major microbe pathogens of humans. Topics to be covered include bacterial, viral, fungal, parasitic and prion pathogens. Emphasis is placed on the lifecycle, virulence properties, epidemiology and pathology of each pathogen examined. BIO 320L Laboratory required. Prerequisite: BIO 258 and BIO 350. Spring.

BIO 320L - Pathogenic Microbiology Lab (1)
Lab Fee.

BIO 340 - Environmental Sci Capstone (4)
This capstone course for Biology majors in the ecology and environment track. Faculty teaching the course will guide students through recent advances related to the environment and biological responses to the environment. The specific topic of the course will vary based upon the faculty teaching the course and the recent advances, but students will be expected to understand relevant statistic tools, immerse themselves in primary literature, lead discussions based upon either their research or primary literature, and write a publication style paper. Prerequisites: BIO 240 or BIO 242, and CHM 202. Offered fall of even numbered years or as needed.

BIO 350 - General Microbiology (3)
This course is a study of bacterial structure, function, metabolism and growth, genetics, and selected aspects of environmental microbiology. Viral structure, function, and replication will also be covered. BIO 350L General Microbiology Laboratory required. Prerequisites: BIO 258 or BIO 351. Fall.

BIO 350L - General Microbiology Lab (1)
Lab Fee.

BIO 351 - Cell Biology (3)
An in-depth examination of the plasma membrane, cytoplasmic organelles, and nuclear structure of eukaryotic cells at the molecular level with an emphasis on the historical and experimental basis for understanding cellular structures, functions, and processes. Students will: (1) Gain an understanding of the complexities of eukaryotic cells that will be a basis for further studies in other upper level classes and in graduate school; (2) Discuss the research techniques of cell biologists; (3) Use the primary research literature of cell biologists; (4) Discuss topics and issues related to cell biology, including the role of cell biology in modern society and ethical issues related to research/discoveries; and (5) Present scientific ideas related to cell biology in an informal setting. BIO 351L Laboratory required. Prerequisite: BIO 258 or BIO 350. Fall.

BIO 351L - Cell Biology Lab (1)
Lab Fee.

BIO 354 - Immunology (3)
An in-depth study of the innate and acquired immune response in humans. Topics to be covered include: antibody and cell-mediated responses, genetic diversity of immune responses, cytokine signaling, immune modulation and autoimmune disease. Current
topics in immunology will also be discussed. BIO 354L Laboratory required. Prerequisite: BIO 350 or BIO 351. Spring

**BIO 354L - Immunology Laboratory (1)**
Lab Fee. Fulfills writing-intensive requirement.

**BIO 360 - Developmental Biology (3)**
An introduction to embryology which provides a comprehensive study of molecular, cellular and organismal concepts within the context of the developing organism. The course will discuss early anatomical studies, examines the organization of body plans in a range of model organism, and investigates the events underlying how cells and tissues are programmed to assume specific fates. An organism-level course. BIO 360L Laboratory required. Prerequisite: BIO 351. Spring.

**BIO 360L - Developmental Biology Lab (1)**
Lab Fee.

**BIO 370 - Topics in Biology (1 to 4)**
Course topics vary by semester. Offered as needed. May be taken more than once for different topics.

**BIO 370L - Topics in Biology Lab (1)**

**BIO 400 - Research (1 to 4)**
Lab fee per credit. Cannot be used to replace any required courses within the major or minor. One credit of research is equivalent to a minimum of 3 hours of research per week.

**BIO 409 - Biochemistry 2 (3)**
The continued study of the molecular components of living cells. Topics will include, but are not limited to, membrane structure and function, nucleic acid structure and function, hormone biochemistry, neurotransmission, the biochemistry of vision and biochemical evolution. BIO 409L Laboratory required for Biochemistry majors. Prerequisite: BIO 307. Spring

**BIO 409L - Biochemistry 2 Lab (1)**
Lab Fee.

**BIO 494 - Internship (2 to 6)**
(Maximum of 6 credits; typically, 3 taken in one semester and 3 taken in another semester).

**BIO 496 - Research Honors in Biology (0)**
Qualified students intending to pursue honors research in biology must register for this course during the semester in which they complete their written thesis. Please refer to the Honors Research section of the undergraduate catalog for information on the requirements for honors research. Written permission from department chair required for registration for this course.

**BIO 499 - Independent Study (1 to 3)**

**BUS - Business**

**BUS 100 - Career Management (3)**
This course is designed for students who are unsure about their career path or curriculum choice. The course will describe the context in which career-related choices are made, utilize models for making career decisions and transitions that can be applied throughout life, and identify education needed to enter one or more favored careers.

**BUS 101 - Contemporary Business (3)**
This course is designed to give the non-Business major an overview of basic business concepts such as marketing, finance, management, globalization, and human resource management. Also covered are problems of managing in a rapidly changing business environment, social responsibilities, environmental issues and ethics. This course cannot be applied towards the business core or business concentration.

**BUS 102 - Women and Leadership (0)**
This introductory course is an overview of basic leadership styles and skills. The course is designed to expand students' understanding of leadership and women's role in society as leaders. The students will identify leadership opportunities, practice leadership skills, and learn how to demonstrate and communicate their leadership experience. Prerequisite: Juniors or Seniors Only

**BUS 103 - Women & Ldrship in Practice (0)**
This is an interactive course that covers concepts such as attributes of inclusive and effective leaders, attributes of effective teams, problem-solving, followership, leadership styles, and ethical decision-making. The class participants will attend a competition one weekend during the course to apply the course concepts in a competitive environment with other collegiate teams.

**BUS 104 - Women & Ldrship Senior Sem 1 (0)**
This course develops an overall leadership perspective by integrating knowledge gained from readings, presentations, and projects. Students are expected to present professional quality oral and written presentations during the course. Prerequisite: Senior BOLD Scholars only.

**BUS 105 - Women & Ldrship Senior Sem 2 (0)**
This is the Capstone experience to the BOLD Women’s Leadership Program. The course will expand the introduction and application of skills needed to begin a career or participate in the fellowship program. The course will involve presenting a final project reflective of the cohort's course work and practical experience. Prerequisite: Senior BOLD Scholars only.

**BUS 111 - Fundamentals of Business (3)**
This course is designed to introduce business students to the complex nature of today's rapidly changing business environment. This overview course will also serve as an orientation to the wide array of career opportunities in business and how they relate to the curriculum offered by the School of Business. Business majors only.

**BUS 199 - Fund of Business Colloquium (1)**
This course must be taken concurrently with BUS 111.

**BUS 201 - Finance & Ethics in Movies 1 (1)**
This course is designed to introduce business students to the complex nature of today's rapidly changing business environment. This overview course will also serve as an orientation to the wide array of career opportunities in business and how they relate to the curriculum offered by the School of Business. Business majors only.

**BUS 202 - Finance & Ethics in Movies 2 (1)**
This course is designed to introduce business students to the complex nature of today's rapidly changing business environment. This overview course will also serve as an orientation to the wide array of career opportunities in business and how they relate to the curriculum offered by the School of Business. Business majors only.
BUS 206 - Happiness & Meaning at Work (1)
This course explores a variety of perspectives on happiness and meaning at work in the context of career preparation. Students engage in a series of activities that allow them to reflect on professional and personal priorities, which will help them build the foundation for a more meaningful career and a happier life. Topics include: positive psychology in the workplace, finding meaning in work, developing professional self-awareness, and defining career success in relation to short-term and long-term happiness. This course may be taken on its own or together with BUS 207: Personal Development.

BUS 207 - Personal Development (2)
This course allows students to engage in guided personal development and career preparation. Students participate in a series of activities designed to help them rewire their habits and prepare them for success in their careers and in their lives. Topics include: designing a rewarding career, developing professional strengths, identifying opportunities for growth, habit formation and change, and self-motivation. This course may be taken on its own or together with BUS 206: Happiness & Meaning at Work.

BUS 210 - Business Communications (3)
This course introduces students to the theory and fundamentals of business communication. Communication in a business context is often different than in other context and requires different competencies. This course helps students develop the basic skills including planning, determining the purpose and audience, grammar, sentence and paragraph structure, the revision process, and presentation of the final communication product. These basic elements are applied in a variety of business settings. Fulfills writing-intensive requirement. Prerequisites: ENG 105 or equivalent.

BUS 219 - Management Info Systems (3)
This course is an introduction to the concepts and components of computer-based management information systems and their integration into organizational processes to gain competitive advantage. Topics include hardware, software, internet applications, elements of the system design life cycle, and database concepts. Students build systems using spreadsheet and database packages to support business processes and decision making. Prerequisites: CSC 111 or CSC 114; computer literacy assumed.

BUS 233 - Business Law 1 (3)
This course introduces fundamental legal terminology, concepts and principles in the area of court procedures and jurisdiction, torts in the business environment and criminal law. Emphasis will be placed on the general laws of contracts, U.C.C. (sale of goods, product liability, and negotiable instruments). Current court decisions and statutes, particularly those dealing with business transactions and relationships, will be included.

BUS 246 - Organizational Behavior (3)
The course studies individuals and groups within an organizational context, focusing on the effect of organizational processes and practices on human behavior. Major topics include: individual characteristics such as beliefs, values and personality; individual processes such as perception, motivation, decision-making, judgment, commitment and control; group characteristics such as size, composition and structural properties; group processes such as decision-making and leadership; organizational processes and practices such as goal setting, appraisal, feedback, rewards and behavioral aspects of task design; and the influences of all these on individual, group and organizational outcomes such as performance, turnover, absenteeism and stress. The emphasis of this course is on the application of current research findings from the fields of psychology, sociology, and other related fields of the behavioral sciences. Must have earned at least 24 credits to take this course.

BUS 247 - Intro to Sport Management (3)
This course is an overview of the nature and scope of sport management. The course is designed to expand students' understanding of basic principles and issues in sport management and provide information about the career opportunities in the sport management industry.

BUS 253 - Principles of Marketing (3)
Through this course students learn how marketers create, communicate, and deliver goods and services that have value for their customers. By the end of the course students should be able to define core marketing concepts. Additionally, students will learn to apply these concepts through a variety of hands-on activities. Topics include: product development, pricing strategies, distribution strategies, marketing communications, marketing research, and consumer behavior. Prerequisites: 24 credits completed.

BUS 280 - Business Statistics (4)
This course addresses the collection, analysis and use of business data in a technologically advanced setting. Technology presents new opportunities to managers, but without skills in using technology, they will be presented with more data than they can interpret, with more analysis than they can assimilate, and more alternatives than they can evaluate. This course will have a focus on problem formulation, recognition of data requirements, and interpretation of results while using software to complete the appropriate analysis. The objectives of this course are (1) to help the student become proficient in basic statistical reasoning, and (2) to provide the student with fundamentals required for more advanced management courses.

BUS 293 - Prof Develop Program (1)
This course is a series of workshops/events, covering: search, placement, resume writing, interviewing and networking, prior to enrolling in BUS 494 Internship or ACC 494 Internship.

BUS 300 - Spec Topics:Sport Management (3)
This course covers selected topics and content in sport management that may not be covered by other courses in the Sport Management Track.

BUS 301 - Financial Management (3)
This course covers the basic concepts and techniques employed by financial managers. Topics include: the environment in which financial decisions are made; time value of money; the concept of value versus price, bond and stock valuation, risk and return, the capital asset pricing model; financial ratios calculation, and capital budgeting. Prerequisite: ACC 121; and Co-requisite: ACC 122.

BUS 302 - Insurance Planning (3)
This course covers strategic analysis and practical applications of insurance planning. Topics include: principles of insurance; identification of life, health, homeowners, and other property and liability risk exposure; legal aspects of insurance; insurance industry regulation; property and liability policy analysis; life insurance policy analysis; annuity policy analysis; health insurance policy analysis; taxation of insurance products; and selecting insurance companies and agencies. The course also includes an introduction to the
personal, or family, financial planning process and standards of professional ethics.

BUS 305 - Benefits and Retirement Planning (3)
This course covers employee benefits and retirement plans and strategies. Topics include: life, medical and disability plans in employee benefit programs; business applications of individual life and disability insurance; other employee benefits; social security, Medicare, and Medicaid; ethical considerations in retirement planning and employee benefits; types of retirement plans; qualified plan characteristics; distributions and distribution options; retirement needs analysis; recommendation of the most appropriate type of qualified retirement plan; and suitability of an investment portfolio for a qualified plan situation.

BUS 307 - Personal Wealth Management (3)
This course is a study of personal wealth management. It provides an overview of the important components of personal wealth management such as real estate, insurance, benefits, investment products, tax planning and so forth. A focus of the course is in hands-on experience. Students will develop a wealth management plan to be presented to and evaluated by wealth management professionals.

BUS 308 - Practicum in Marketing & Sales (1)
Students in this course experience how concepts learned in their marketing and sales courses are put into practice in industry. The class will go on a number of business visits, job shadow professionals in the field, and go on an informational interview. Students will also participate in a sales competition with students from another institution. The course culminates in an all-day event in which students will interact with and get feedback from alumni and other working professionals in series of activities, including the presentation of a marketing case study analysis, vehicle walk-around, mock sales pitch, mock job interview, and speed networking. Prerequisite: BUS 253.

BUS 310 - Business Ethics (3)
This course is designed to equip students with an understanding of the ethical challenges faced by businesses in today's global economy. Students will gain practical knowledge and skills necessary to resolve ethical issues, and learn about how businesses can proactively improve the world through corporate social responsibility initiatives. Upon completion of the course, students will be better prepared to make informed and responsible decisions in their future careers. Topics include: behavioral ethics, human rights in the international supply chain, ethical leadership, moral principles, and the role of business in addressing social issues.

BUS 312 - Marketing Research (3)
In this course students learn how organizations use marketing research data to inform business decisions. Through readings, lectures, and hands-on activities, they learn how to create research proposals, gather data, and conduct basic analysis of qualitative and quantitative data. Additionally, they learn to make recommendations based on research results. Topics include: defining the research problem, research methods, sampling design, data collection, and data analysis. Prerequisites: 24 credits completed; BUS 253 or COM 205 or COM 227.

BUS 313 - Data Analysis for Sales & Marketing (3)
Students will learn how to analyze data from customer, sales force, channel, and promotion databases in order to make business decisions and evaluate the effectiveness of current programs. They will also work with the customer relationship management (CRM) software used by organizations to manage their accounts. This course blends theory and practice as students analyze real data from a variety of sources and learn the software most frequently used in industry. Prerequisite: BUS 253 or BUS 205 or BUS 227.

BUS 314 - Sport Facility & Event Management (3)
This course is designed to provide a basic understanding of facility and event management in the sport industry. The course will examine various topics including: planning and designing sport facilities, event planning, facility and event operations, risk and security management, and marketing of sport facilities and events.

BUS 319 - Sales Technology (3)
Customer Relationship Management (CRM) plays a critically important role in sales today. This course focuses on the technology used in CRM and the overall sales process. Students will be introduced to CRM strategies and the application of these strategies across the customer life cycle. Students will develop proficiency in the use of CRM technology and will earn certification badges through Salesforce. Salesforce.com will be used in this class and we will be logging into Salesforce during classes. Laptops will be required for class. We will explore the benefits that data bring to the sales organization as well as the customer experience. This is a hands-on and interactive course leveraging case studies, role plays, team projects, presentations, and in-class application of CRM technology.

BUS 334 - Business Law II (3)
This course provides further study of legal terminology, concepts and principles for Accounting majors in the areas of creditor's rights/bankruptcy; agency and employment law; business organizations (partnerships and corporations); government regulation of business; property and wills and estates; and liability of accountants. Prerequisite: BUS 233.

BUS 339 - Principles of Digital Marketing (3)
Through this course students learn how marketers create, communicate, and deliver goods and services via a digital-first strategy. Since many consumers today prefer to search, shop and buy online, marketers need to understand how their products and services help address specific needs and preferences and find the right people using digital marketing strategies. By the end of the course students should be able to define core digital marketing concepts and strategies. Additionally, students will learn to apply these concepts through a variety of hands-on activities. Topics include: digital marketing strategies, digital advertising, search engine optimization (SEO), email marketing, social media marketing, marketing communications and consumer (and Business-to-business) demographics/behavior. Prerequisite: 24 credits completed.

BUS 349 - Leadership & Organizational Change (3)
This class will examine the different theories and perspectives on organizational leadership, from traits and behaviors to more contemporary views of leadership. Personal leadership development will also be a focus of this class. Prerequisite: BUS 246.

BUS 350 - Managing Effective Teams (3)
This course is a survey of techniques and theory regarding successful groups and teaming strategies in the workplace. Teaming, group problem-solving and decision-making, conflict management, and team performance management strategies will be explored from the perspectives of the individual, group and firm. This course will
provide a practice field for group and team-related activities including organizing, chartering, management, support and team development. Prerequisite: BUS 246.

**BUS 352 - Quantitative Business Analysis (3)**
Introduction to managerial decision analysis using quantitative tools. Topics include a general framework for decision analysis, decision tables and trees, simulation, linear programming and related techniques, classical optimization, forecasting, and probabilistic and statistical techniques. Use applicable decision-support software. Emphasis is on applications of quantitative tools rather than quantitative theory. Major emphasis will be placed on the conceptual understanding rather than memorization. Prerequisite: MAT 180, MAT 184 or BUS 280.

**BUS 353 - Marketing Management (3)**
This course focuses on how to put into practice the marketing concepts introduced in Principles of Marketing. Students will learn how to analyze the overall market, evaluate competitive position, create a marketing plan, and evaluate the success of that plan. Topics include: operationalizing customer value, market analysis, portfolio analysis, and strategic marketing planning. Students will put marketing theories into practice by creating an actual marketing plan and/or through a computer simulation. Prerequisites: 24 credits completed; BUS 253 or COM 205 or COM 227.

**BUS 354 - Retail Management (3)**
This course examines the field of retailing, or marketing to the final customer. It includes a study of retailing structures, institutions, environments, and operations, including planning, merchandising and inventory management, product displays and promotions, store layouts and site selection, and e-tailing. Prerequisite: BUS 253 or COM 205 or COM 227.

**BUS 361 - Labor Relations (3)**
This course examines the relationship between organized labor and management, collective bargaining, conflict settlement, wages and employment, and a consideration of current/future trends in federal and state labor relations law. Prerequisite: BUS 246.

**BUS 362 - Human Resource Management (3)**
This course analyzes the problems, strategies and procedures used to assess and manage human resources in contemporary organizations. Special attention will be given to: problems in evaluating abilities and performance; effective recruitment and selection; motivation techniques; developing the organization’s human resources. Emphasis is placed on the dynamic environment of employment law and the quantitative models used to assist the manager in the decision process. Prerequisite: BUS 246.

**BUS 363 - Labor & Employment Law (3)**
This course provides the student with in-depth coverage of labor and employment law as it applies to the workplace. A variety of topics pertaining to the legal requirements and guidelines for compliance by the organization will be covered. The cost to the firm of engaging in prohibited activities can affect its performance, profit, and good name. These potential costs require that managers be conversant with the legal requirements governing human resource management activities and labor relations. Prerequisites: BUS 246, BUS 362.

**BUS 364 - Organizational Staffing (3)**
This course provides students with an understanding of the many issues involved in strategic staffing. Topics include: job analysis, planning, recruitment, selection, and placement. Prerequisite: BUS 362.

**BUS 369 - Managerial Finance (3)**
This course focuses on advanced application of financial management techniques and involves an integration of financial concepts through the use of case studies to simulate the actual business situations and problems. An emphasis on strategic financial management is given to topics including financial statement analysis, financial forecasting, and corporate valuation. Other topics include cash flow analysis, cost of capital analysis, capital budgeting, corporate capital structure and leverage, and dividend policy. Prerequisite: BUS 301.

**BUS 370 - Consumer Behavior (3)**
Marketers must understand consumer behavior in order to develop customer-focused marketing strategies. In this course students learn theories that help explain how people evaluate products and services. Students also learn how marketers use these theories to motivate buying behavior. Topics include: Motivation and values, consumer identity, attitudes and persuasion, and decision making. Fulfills diversity requirement. Prerequisites: 24 credits completed; BUS 253 or COM 205 or COM 227.

**BUS 371 - Judgement & Decision Making (3)**
An examination of the theoretical foundation of judgement, decision-making and choice in a variety of organizational contexts. Beyond the theoretical, this course provides practical strategies for changing one's decision-making processes and improving these processes so that they become part of permanent behavior. This class incorporates decision theory which is widely used in several disciplines and including psychology, economics, biology, finance, marketing, public policy and business. The aim is to give students a better understanding of the boundaries and barriers to rational decision making and how to strategically avoid common pitfalls. Understanding decision-making at this level gives the student an advantage in predicting interpersonal interaction.

**BUS 373 - Sales Management (3)**
This course examines how to build long-term customer relationships and manage a sales force in order to achieve organizational objectives and provide value to customers. Students will learn sales management strategies related to customer relationship management, sales force organization, and decision making. Students will also examine key concept in sales leadership, including recruiting, training, motivating, and evaluating a sales force. This course helps students strengthen their communication and decision-making skills and integrates concepts from management, marketing, and corporate finance. Prerequisite: BUS 253 or COM 205 or COM 227.

**BUS 374 - Personal Selling & Negotiation (3)**
This course examines negotiations among two or more parties in a variety of contexts, paying particular attention to negotiations that occur in business. Students will learn the importance of framing, process, and empathy in negotiations. The course covers strategies specific to sales people negotiating with a customer's or potential customer's buying center. Students will learn specific techniques used in prospecting, lead qualification, customer interactions, and account management. Students will analyze cases and practice their own negotiation skills through role play. Prerequisite: BUS 253 or COM 205 or COM 227.
BUS 375 - Personal Selling & Sales Mangm (3)
This course examines the behavioral approach to selling products and/or services and building long-term customer relationships. Discussion includes the development and implementation of the sales process, itself, and then moves on to the management of the modern professional sales force. Topics include: steps in the sales process, psychological and social factors necessary for effective selling, sales force recruitment, selection, placement, training, compensation, motivation, and evaluation; establishing sales territories; and coordinating the personal selling effort with the overall marketing program. Prerequisite: BUS 253 or COM 205 or COM 227.

BUS 376 - Advertising & Promo Mngmt (3)
This course is designed to prepare students for the current and future directions of the advertising and promotion field. Several events have led corporate decision-makers to become more accountable for how they spend their advertising and promotion dollars. This course will place emphasis on understanding and developing Integrated Marketing Communications (IMC) campaigns for identified target audiences to achieve advertising objectives. The various promotion mix elements, including social media, will be considered and evaluated to prepare the IMC. A major portion of the class will be devoted to developing an understanding of advertising theory, message strategies, appeals, execution, and media evaluation and selection. Students will be required to prepare an IMC campaign for the course. Prerequisite: BUS 253 or COM 205 or COM 227.

BUS 377 - Business to Business Marketing (3)
This course examines the dynamics involved in inter- and intra-organizational marketing of products. Students will explore issues in organizational buying and selling process, internal and external factors that affect organizational goals, strategic utilization of marketing mix between businesses, supply chain management, relationship development, and e-commerce in business-to-business settings. Prerequisite: BUS 253 or COM 205 or COM 227.

BUS 379 - CaseStdy in Managerial Finance (3)
This course employs a case study approach focusing on complex problems facing a financial profession in today's competitive environments. The objective of the course is for the students to further their understanding of topics such as corporate forecasting, capital budgeting, cost of capital analysis, and the financing of capital investments. The case studies for this course are chosen to represent different aspects of investing and financing strategies and to train students to apply theoretical and practical tools of financial decision-making. Prerequisite: BUS 369.

BUS 380 - Topics in Business (3 to 4)
A series of different one-time, or occasionally repeated, learning experiences where the issues most demanded by the market, or of greatest community need, will be explored by faculty experts in those areas.

BUS 388 - Small Business Management (3)
This course explores issues critical to the success of small business. The course stresses the development of business strategies and business plans. Major topics are examined from the distinctive perspective of small businesses, ranging from production to finance, and from marketing to working capital management. The course addresses special problems of capital leverage, the potential and limits of growth, and strategies for sustainable expansion. Prerequisites: BUS 253, BUS 301.

BUS 400 - Contemp Human Resource Issues (3)
A series of different one-time, or occasionally repeated, learning experiences where the issues most demanded by the market, or of greatest community need, will be explored by faculty experts in those areas. COURSE OFFERED EVERY OTHER FALL (EVEN YEARS). Prerequisite: BUS 246.

BUS 406 - Estate Planning (3)
This course focuses on detailed legal and practical issues of estate planning. Topics include: estate planning overview, federal gift and estate taxation, liquidity planning, trust, estate planning for marriage and nontraditional relationships, planning for charitable contributions, postmortem planning, and other special topics. Prerequisite: ACC 328.

BUS 410 - International Management (3)
This course provides an in-depth examination of the special circumstances and management problems faced by multi-national firms. Topics include: an analysis of corporate cultures and practices in various regions, appropriate organizational structures for global business operation, the application of decision-making techniques in a global business. Prerequisite: BUS 246.

BUS 412 - Compensation & Benefits (3)
This course focuses on the role of compensation and benefits in the management of employee performance and satisfaction, and reviews the administrative processes required to maintain an effective compensation system. Topics include the strategic role of compensation, job analysis and evaluation, performance assessment, equity, pay structures, legal requirements and administrative functions. COURSE OFFERED EVERY OTHER SPRING (ODD YEARS). Prerequisites: BUS 246, BUS 362.

BUS 422 - Sport Marketing (3)
This course is designed to apply marketing principles to the area of sport, sport events and sport products. Sport marketing presents an overview of the various techniques and strategies used in meeting the wants and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Marketing strategies included sales, promotions and advertising of sport will be emphasized. Prerequisites: BUS 253 or BUS 247.

BUS 423 - Intl Marketing & Export Mgmt (3)
The course focuses on the process of directing the resources and objectives of a company towards international market opportunities for survival, growth and expansion. Topics include developing a conceptual framework for evaluating market potential and attractiveness, deciding on market entry strategies, understanding the global trade and marketing environment, and examining the role of bilateral, regional and global agencies and agreements. Licenses and alliances to facilitate marketing. It also includes conducting marketing research to study consumer behavior in foreign lands to evaluate whether to standardize or adapt the marketing mix to reach target markets. The students will be required to prepare an international marketing plan for a product/service. Prerequisite: BUS 253 or COM 205 or COM 227.

BUS 424 - Services Marketing (3)
This course is designed to prepare students for the marketing of various services. Today, at least 70 percent of the United States GNP comes from the service sector and many jobs lie in the service sector. In this course, students will examine characteristics that make services unique from products, the service mix, and its
elements. Students will explore challenges faced by service marketers, and learn about strategies to manage the service experience, deal with service deficiency and manage customer relationships. It also covers concepts and strategies for managing the customer interface, including balancing demand and productive capacity and designing and managing service processes and delivery. Prerequisite: BUS 253 or COM 205 or COM 227.

BUS 425 - Integrated Global Business (3)
This course explores issues facing managers and firms involved in the international production, promotion and distribution of goods and services. It provides the foundation for understanding the factors affecting the conduct of international business, with a specific focus on selected areas and countries. Fulfills writing-intensive requirement and diversity requirement. Prerequisites: Restricted to Business School Seniors only; all 300 level business core courses successfully completed or taken concurrently; all 100-200 level business core courses successfully completed.

BUS 426 - International Business Abroad (3)
Student understanding of international business is increased with this course by focusing on a different country or region each year. Course includes a Faculty Led Program during the first week in March, Spring Break Week, where students visit several business establishments and interview their managers to learn first-hand about some of the opportunities and challenges of international business in that locale. Travel Fee. Prerequisite: BUS 425

BUS 442 - Bus Vent & Entrep (3)
The course examines the key requirements for starting and operating a new business. It emphasizes screening venture ideas to identify real business opportunities, developing realistic strategic business plans, and exploring conventional, as well as nontraditional means of financing new enterprises. Major topics include: evaluating markets and niches, mobilizing and organizing human and technical resources, analyzing the potential and long-term economic viability of a venture, exploring sources of financing, structuring and negotiating deals, and managing operations after start-up. The legal and regulatory environment and special organizational issues such as employee ownership are also discussed. The course makes extensive use of case material. Prerequisites: BUS 253, BUS 301, and BUS 388.

BUS 452 - Quantitative Analysis (3)
This course provides an in-depth study of selected decision-making concepts consisting of an elaboration of selected topics introduced in BUS 352 and an introduction to more advanced concepts. Linear programming, the transportation problem, integer programming, goal programming, waiting-line theory, cost/benefit analysis, and game theory are studied. Computer literacy assumed. Prerequisite: BUS 352.

BUS 455 - Legal/Ethical Issues:Sport (3)
The purpose of this course is to provide students with an understanding of key legal issues and ethical considerations impacting the supervision, management and business operations of sport organizations. The course provides a managerial approach to issues and problems that confront sport managers, focusing on various topics including tort law, contract law, constitutional law, antitrust law, labor law, and intellectual property law. Prerequisites: BUS 233 or BUS 247.

BUS 471 - Global Fin.Mkts. (3)
This course surveys characteristics and comparative advantages of the major capital and money markets in the US and the world, including an examination of the principles and practices of intermediation within the financial system. Topics include: international aspects of financial markets and institutions, pricing of assets and products, as well as the regulatory environment. Application of financial theory in the development of corporate policy is discussed. The course also examines the impact of recent developments in the international financial marketplace. Possible topics include: financing international trade and strategies toward foreign exchange risk. Prerequisite: BUS 301.

BUS 484 - Financial Institutions (3)
This course studies the various institutions composing the American financial system. Emphasis is on the managerial aspects of these institutions, the relationships among them, and the environments in which they operate. This includes evaluating financial statements and measuring performance, determining organization and structure, as well as management of sources of funds and asset/liability techniques. Students will solve management problems encountered in the business of providing financial services. The course involves the extensive use of case studies and presentations. Prerequisite: BUS 301.

BUS 485 - Financial Modeling in Excel (3)
This course teaches students to build Excel applications that are used in financial planning, valuation, and decision making. Students will learn how to efficiently manipulate financial data, create graphs and charts, and produce user-friendly interfaces in Excel. Some simple applications of macros and Excel VBA as well as the commonly used financial functions, formulas, and tools will be introduced. Co-requisite: BUS 369 or BUS 486.

BUS 486 - Investment I (3)
This course presents the principles of investments analysis and their application to financial planning. The course examines the theory of portfolio management, including the nature of securities markets, economic analysis, industry analysis, valuation methods, asset allocation techniques, and performance evaluation. Students will also learn about the market mechanism of investing in fixed-income securities, equity securities, mutual funds, and exchange traded funds. Prerequisite: BUS 301. Fulfills writing intensive requirement.

BUS 487 - Global Topics in Finance (3)
This course explores the global issues of finance through interactive and hands-on learning activities. The topics may vary from semester to semester. Examples of the activities may include visiting with different financial institutions, participating in the management of an endowed portfolio, and surveying documentaries and creating video presentations on recent or historical events relating to the global issues of finance. Examples of the topics include financial innovation and ethics, the credit crisis and its history, the theory and application of the speculative markets, and the special issues of entrepreneurial finance. The course may be cross-listed with a graduate course and follow the MBA schedule. Prerequisites: ECO 105, ECO 106, and BUS 301. Fulfills diversity requirement.

BUS 488 - Investment II (3)
This course presents the principles and applications of investing with complex financial instruments as well as investing through traditional vehicles. On the theory side, a focus is placed on introducing derivative instruments, such as options, futures, and swaps. Other topics included are fixed-income portfolio
management and risk management. On the application side, students will participate in the securities selection, maintenance, and/or management of simulated or endowed portfolios. Prerequisite: BUS 486; and Co-requisite: BUS 369. Fulfills writing-intensive requirement.

**BUS 491 - Field Stdy in Fin Plan Dev (3)**
This course is the Capstone experience to the financial planning program. The course will integrate the many facets required in developing, writing, and presenting a compressive financial plan. The course will involve case study and significant interaction with practicing financial planning professionals. Prerequisites or concurrent: ACC 328, BUS 302, BUS 305, BUS 406, BUS 486 or permission of instructor.

**BUS 492 - Field Study: Portfolio Mgmt (3)**
This course is an extension of BUS 488 Investment II. In this course, students continue their role as managers of the simulated or endowed portfolios that they created in BUS 488. This course provides an opportunity for these student managers to deal with uncertainty in the capital markets over a longer investment horizon. Investment and risk management strategies that utilize financial derivatives will be introduced in this course as well. Students will have the opportunities to practice such strategies. Other practical aspects of portfolio management may be introduced through interactions with investment or financial service professionals who serve as mentors or guest speakers. Prerequisite: BUS 488.

**BUS 494 - Internship (3)**
A supervised business internship in organizations in the private and public sectors, this course provides students with the opportunity to gain valuable field experience in performing business/administration functions while developing their networking skills and cultivating their own network of professional contacts. Application and screening interviews must be completed, contact the Huether School of Business Internship Director for further information. Prerequisites: BUS 293, Permission of Internship Director.

**BUS 495 - International Internship (2 to 12)**
A supervised internship in a business enterprise located outside the United States. This internship may be part of an integrated learning experience sponsored by the Study Abroad Program or like agencies. Prerequisites: two faculty recommendations; academic index of at least 2.75.

**BUS 497 - Capstone Seminar (3)**
This course develops an overall management perspective by integrating knowledge from the business core and concentrations by stressing the strategic application of this knowledge to contemporary business situations. In depth case analysis will be utilized to assist students in developing an integrated strategic management plan for the firm’s long term survival. Students are expected to use the latest available multimedia approaches in presenting professional quality oral and written presentations. Fulfills writing-intensive requirement. Prerequisites: Restricted to Business School Seniors only; all 300 business core courses successfully completed or taken concurrently; all 100-200 business core courses successfully completed.

**BUS 498 - Faculty Sponsored Internship (1 to 12)**
This course provides students with an opportunity to work with a faculty member on a discipline-related project through a field experience in a business organization. Prerequisite: permission of faculty member.

**BUS 499 - Independent Study (1 to 6)**

**CEP - College Experience Program**

**CEP 001 - Community Navigation (0)**
This course focuses on the importance of fitness and nutrition. Students will participate in a variety of workouts. Some of the sessions offered are: weight training, boxing, calisthenics, basketball, outdoor sports and aerobics. Students will be given the opportunity to lead and instruct their classmates in a fitness activity.

**CEP 002 - Fitness (0)**
Students will learn independent living skills from their Residence Instructors in their apartment setting. Skills necessary for apartment living will be taught and practiced. A weekly house meeting to facilitate communication with housemates as well as a weekly house cooking night will be required. Nutrition and a balanced diet will be the focus when students meet weekly to plan their menu and grocery shop. Household chores will be shared by students and they will have a chance to learn how to clean all rooms of their apartment using the appropriate cleaning agents. Using a washer and dryer will be taught and visits to the laundromat will be taken.

**CEP 003 - Residential Life (0)**
Students will learn independent living skills from their Residence Instructors in their apartment setting. Skills necessary for apartment living will be taught and practiced. A weekly house meeting to facilitate communication with housemates as well as a weekly house cooking night will be required. Nutrition and a balanced diet will be the focus when students meet weekly to plan their menu and grocery shop. Household chores will be shared by students and they will have a chance to learn how to clean all rooms of their apartment using the appropriate cleaning agents. Using a washer and dryer will be taught and visits to the laundromat will be taken.

**CEP 004 - Community Involvement (0)**
CEP students have the opportunity to get involved in two communities beyond the program: the College of Saint Rose and Albany city. Considering the opportunities these two communities have to offer, students have a wealth of varied activities to choose to be a part of. Weekly meetings and emails to keep students informed allow them to participate in multiple events during the week and on the weekend. A specific number of St. Rose sponsored events and will be required throughout the semester. A specific number of weekend events will be required throughout the semester. This requirement is to ensure community involvement and social integration.

**CEP 005 - Learner's Permit Prep (0)**
In this course, students will prepare to take their NYS Learner’s permit test. Students will learn the knowledge required to pass the test through classroom lecture/discussion, visual guides, practice exams, and real world observations. Students will get assistance scheduling the exam, as well as, arranging any accommodations needed.

**CEP 006 - Apartment Life Workshop (0)**

**CEP 007 - American Sign Language Workshop (0)**
This workshop will introduce basic ASL to beginners while using intermediate ASL students as models for practice. The class will include learning signs but more importantly using these ASL signs to carry on a conversation.
CEP 008 - Internat'l Studies Workshop (0)
Students in this workshop will learn about the cultures of many of St. Rose's international exchange students. Focus will be on learning the culture of the country and comparing/contrasting to the United States. Each week students will learn about a new culture.

CEP 009 - Digital Photography Workshop (0)
In this workshop students will learn the complexities of how to take a quality digital photograph. Techniques and camera functions will be taught and practiced. Computer editing software will be used to alter and improve student photos. A digital camera is required for this course.

CEP 010 - Intro to College Life (0)
Portfolio I is a course for students enrolled in their first semester of the College of Saint Rose/Living Resources College Experience Program (CEP). The course is designed to encourage students to explore and experience college life such as attending class, living with roommates, and engaging in college activities. Students also will be expected to learn the areas surrounding the College of Saint Rose. Five domains are addressed: 1) Functioning in the Environment; 2) Integration into College Life; 3) Self-Advocacy; 4) Learning; 5) Time Management. Students will create individual portfolios based on work that they have completed throughout the semester. Items contained within the portfolio will represent growth in the five domains as well as personal goals set by each student.

CEP 011 - Career Preparation (0)
Portfolio II is a course for students enrolled in their second semester of the College of Saint Rose/Living Resources College Experience Program (CEP). The course will focus on the beginning steps for employment: resume development, career assessment and interview skills. Students will set personal goals related to careers and employment. Students will continue to build competencies in the five domains from Portfolio I, including: 1) Functioning in the Environment; 2) Integration into College Life; 3) Self-Advocacy; 4) Learning; 5) Time Management. Students will complete individual portfolios based on work that they have completed throughout the semester. Items contained within the portfolio will represent growth in the five domains as well as personal goals set by each student.

CEP 012 - Comm Explor & Recreat Plng (0)
The course is designed to encourage independent emotional/social enrichment through community and recreational activities. Students engage in authentic collaborative planning for reaching a vacation destination related to their interests. At least one extended trip (3 to 4 days) will be planned authentically from conception through implementation. The course assessment will be based on an individually produced travel guide and travel itinerary.

CEP 013 - Advanced Internship (0)
This course consists of an advanced internship (with in-service supervision provided through job coaching services) supported by a seminar. The seminar will focus on assuring students' acquisition of skills in negotiating successful, real workplace situations, such as: communication refinement, acceptance and rejection, conflict and resolution, co-worker and supervisor relationships, self-awareness and self-monitoring, stress management and positive outcomes. Students will be engaged in performance assessment, involving input from students, employers, college professors, and job coaches.

CEP 014 - Integrated Independ Seminar (0)
The seminar prepares students for the culminating outcome: living and working independently. A series of discussions will focus on topics vital to mastery of successful community interdependence. Issues related to living with quiet enjoyment, healthy eating, balanced lifestyle that includes exercise and recreation, employment maintenance, life-long learning, and reciprocal personal relationships. The course provides opportunities for reflection about the path to graduation and post-graduation goals.

CEP 015 - Post-Grad Enrichmn Exploration (0)
The experience is an optional practicum in planning and executing supported travel. Students engage in authentic collaborative planning for reaching their desired destination. The course assessment will be based on a student-produced travel itinerary and travel guide.

CEP 016 - Diversity in Today's Society (0)
This course will look at diversity and differences in the US from a historical and cultural perspective. The curriculum will explore differences in race, gender, and disability as they have evolved through history with emphasis on the impact of the Civil Rights Movement. Students will learn how the current climate of strengths, celebrating diversity, and self-advocacy has developed. Students will have the opportunity to learn about what types of criteria are in place to provide support to individuals with disabilities through the federal and local government, such as social security, VESID, and accommodations consistent with the Americans with Disabilities Act. They will be able to utilize this knowledge in accessing future employment, housing, and support services. Students will also learn about funding issues related to services for individuals with disabilities, and the impact of lobbying and self-advocacy. Guest speakers and field trips will allow students to learn more about specific disabilities such as visual impairments, culture of the deaf, and spinal cord injuries. Documentary and films will be utilized to help emphasize the 'People First' philosophy of looking at individual differences.

CEP 017 - Personal Relationships (0)
This course will give students the opportunity to learn additional knowledge and skills specific to personal relationships. Through lectures, media, activities, and projects students will learn about the various stages of dating, love, partnership, marriage and family. Topics of interest including, but not limited to: hygiene, self-esteem, relationships, dating, sexual intercourse and sexual abuse will be discussed. Social skills including small talk, conflict resolution, and coping skills will be taught.

CEP 018 - Cooking Workshop (0)
Cooking is a course designed to teach students with all experience levels how to improve their confidence in the kitchen. Students will learn how to use the appliances, learn the names of the kitchen tools and kitchen safety. Students will learn how to cook basic foods independently. As skills progress students will learn how to prepare multi-step balanced meals. Food groups, healthy choices and portion control will be discussed.

CEP 019 - Character Strengths (0)
In this course, students will take the VIA Character Strengths survey to find out how their character strengths rank. Each person possesses all 24 strengths, but in varying degrees. Students will learn about all 24 strengths and how to develop them further in self and others. Students will learn to “spot” strengths in others instead of focusing on negative qualities in a person. Students will learn the...
psychology behind the character strengths and how it has been utilized in various organizations.

CEP 020 - Ecology (0)
This hands-on, experiential course will give students an overall view of the concepts of ecology and conservation, as well as a closer look at local environmental conditions and concerns. Neighborhood field trips and a least one long distance field trip will highlight the concepts presented in the class.

CEP 021 - Stress Management (0)
Although in many situations, stress prompts us to respond to life's challenges, we generally view stress as something to minimize and manage. Chronic stress affects our susceptibility to illness and disease, our ability to learn and retain information and the quality of our interpersonal relationships. In this course, students will learn specific stress management techniques that include breathing, yoga, and relaxation exercises aimed at reducing the physiological consequences of stress. In addition, students will learn behavioral and cognitive strategies that promote adaptive responses to various physical, psychological and emotional stressors that are an inevitable part of life.

CEP 022 - Sociology (0)
This course will focus on the interactions between people. Areas discussed will include, but is not limited to: relationship building, emotional connections, conflict resolution, problem solving and assimilation.

CEP 023 - Practical History (0)
The objective of this course is to give students an opportunity to become more knowledgeable about the history of the College of Saint Rose, the City of Albany, and New York State. The curriculum will include historical text, field trips to historical sites and guest speakers with an historical perspective. The emphasis of the course will be geared toward the practical, observable links between the past and present.

CEP 024 - Color and Design (0)
Color and Design will provide students with the awareness of the graphic design used in advertising. The class will explore how advertising affects our choices on what to buy. Students will take a look at magazine ads, package designs, newspapers and television ads, internet ads and book covers in the media today and its history in America. The class will consist of lecture, observation, discussion, and hands on learning. Students will become familiar with design principles. Through a presentation of water color technique students will learn color mixing and create a color wheel. A look at typography, the design of lettering, will be a part of our class. In progressively more complicated assignments students will be able to make connections with the images we see every day and view them in a new way. As a final project students will be creating their own advertisement.

CEP 025 - Music Appreciation (0)

CEP 026 - Fashion (0)
This course is designed to teach students the basic principles of fashion. They will learn a brief history of fashion and where the styles we see today originated from. There will be emphasis on fitting to make clothes more flattering to the body, as well as how to combine colors; including complementary, neutrals, and patterns. We will discuss Eco-fashion and what that means today and why it is so important. Students will make a book of the different types of fabric and how to care for them while learning how to read garment tags and what they mean. There will be field trips to thrift stores to learn how to put together an outfit and sewing one simple garment.

CEP 027 - Creative Writing (0)
This course is an introduction to creative life writing. It will allow the students to write and reflect on their college experiences. Students will explore journal writing, personal essays, poetry, and short stories. Students will be expected to practice and improve their writing abilities through multiple revisions. The final project will involve compiling a chapbook of their personal writings.

CEP 028 - Videography (0)
The Videography course will provide students with a basic understanding of the technology behind video as an information medium, and some of the ways in which it is created to achieve its desired effect on an audience. This course will explore the many aspects of producing a video project. Students will use different types of cameras and learn how to import raw footage to a computer. After importing, students will learn how to edit and enhance video using editing software. When a final project is obtained, students will learn how to export the project to the internet and how to burn the project onto a disk. Each student will produce a variety of individual and group projects. Projects will be based on student and class interest. During the semester, a guest speaker will present on the topic of ethics and privacy laws related to creating productions which are shared online.

CEP 029 - International Cultures (0)
The objective of this course is to expose students to a variety of different cultures and to foster a better understanding of the diverse nature of the world in which we all live. Students will learn about world geography, as well as other nations' religious beliefs and customs, languages, cuisines, and political ideologies. Special emphasis will be placed on learning how to interact with people from different backgrounds and treating all people with respect and understanding. The course will also explore immigrant and refugee populations in Albany and the United States.

CEP 030 - Health and Wellness (0)
This course is an introduction to health and well-being. Topics of discussion include healthy eating, daily exercise choices, as well as stress management. Students will be expected to participate in various physical activities and relaxation techniques.

CEP 031 - Computer Applications (0)
This course focuses on learning the foundations of basic computer skills, including Microsoft Word, search engines, the internet and e-mail. Students will receive hands-on training and will apply these computer skills in required courses for The College Experience Program. Internet safety will be stressed.

CEP 032 - Integration into College (0)
Through this course, students will be given the opportunity to become a more knowledgeable and active citizen. Class discussions will include civic duties such as voting, local and national government and local and national news. Students will be required to read the newspaper and/or watch the nightly news and participate in class discussions.

CEP 033 - American Political Culture (0)
Through this course, students will be given the opportunity to become more knowledgeable and active citizens. Class discussions will include civic duties such as voting, local and national government and local and national news. Students will be required
to read the newspaper and/or watch the nightly news and participate in class discussions.

**CEP 034 - Finance (0)**
This course will study the management of funds. Topics discussed: importance of money, creating a budget, checking & savings accounts, pros and cons of varying forms of payment (cash, checkbook, credit/debit cards), keeping a balanced budget and identity theft. Students will be encouraged to join a local bank, since hands-on visits to the bank will be a necessary part of the class.

**CEP 034L - Finance Lab (0)**
Hands-on practice with financial skills and concepts, including in-person and online banking, ATM usage, check writing, and practice using financial tools. The focus of each lab will vary based on student skills and interest.

**CEP 035 - Adv Computer App (0)**
This course assumes prior knowledge of basic computer skills and is paced for computer literate students. Topics of instruction include tools and functions of Microsoft Word, a wide array of search engines, data storage, internet use and safety and e-mail tools. Students will receive hands-on training and will apply these computer skills in required courses for the College Experience Program. Internet safety will be stressed.

**CEP 036 - Interpersonal Communication (0)**
Through this course, students will learn about all forms of communication and practice using them effectively. This includes but is not limited to: body language, written communication, verbal communication, and facial expressions. The class will discuss the importance of context when communicating with others and will compare and contrast casual vs. work conversation. Miscommunication and misinterpretation will be topics of discussion. Students will practice in small groups and as individuals to become better communicators.

**CEP 037 - Environmental Science (0)**
This course will provide a broad overview of current environmental issues, with a focus on global climate change; pollution and waste reduction; and human interventions that can reduce our impact on local and global ecosystems. Students will work on several projects in class: a local wildlife census; display and timeline of current climate-change issues; display and/or timeline of current waste-management and reduction issues; and one or more additional ecology topics, according to student interests.

**CEP 038 - Executive Functioning Workshop (0)**
In this course students will refine their executive functioning skills by identifying individual areas of need from an array of topics, such as, time management, prioritization, organization, and communication. Students will learn strategies for mastering these areas through hands on activities, role plays, and other interactive work stations.

**CEP 039 - Perspectives (0)**
The focus of this course is for students to explore contemporary and historical issues and develop a stance which will be presented to classmates in a debate and/or panel discussion. Students will learn the structure of debates and panels and oral presentation skills will be emphasized.

**CEP 040 - First Aid (0)**
This hands-on class will focus on the importance of First Aid and Emergency Preparedness. Students will learn the basics of First Aid and CPR and have the opportunity to earn their American Red Cross certifications. Practice of the techniques will be integral during this course. The importance of Emergency Preparedness will be discussed and guest speakers will teach students how to create an emergency kit and how to be prepared in case of natural disaster or other crisis.

**CEP 041 - Health & Wellness II (0)**
The focus of this course is to establish and maintain healthy living choices, such as making educated food choices, creating a weekly exercise regime and dealing with the stress associated with daily life. Students will discuss ways to maintain these habits upon graduation. Students will be expected to participate in various physical activities and relaxation techniques, as well educate the class about a topic associated with health and wellness. The fitness center will be used as part of this class.

**CEP 042 - Finance II (0)**
This course will delve deeper into the world of managing personal finances. Topics of discussion will include: creating and balancing budgets, comparing banks, choices associated with saving money, credit, loans and identity theft. As part of this course, students will be required to manage their own savings and checking accounts and explore the banking options discussed in class.

**CEP 043 - Adv Comp App II (0)**
This course reviews the foundations of basic computer skills, including tools and functions of Microsoft Word, a wide array of search engines, data storage, internet use and safety and e-mail tools. Students will explore more complex programs such as Power Point and Excel. The dangers and safe guards associated with internet shopping will be discussed. Students will learn how to become knowledgeable shoppers by comparing various computer models and the variety of accessories being offered. Students will receive hands-on training and will apply these computer skills in required courses for the College Experience Program.

**CEP 044 - Studies in Self-Expression (0)**
The focus of this class is to provide a means for self-expression. Students will practice expressing their thoughts and feelings of the world around them. Literature, journaling, poetry writing, creative writing, photograph, art and dance will be discussed and practiced. Students will be required to create an original work and present it.

**CEP 045 - Civics (0)**
This course will deal with the rights and duties of citizens. Students will brief the history and government of the United States and how it relates to their responsibilities as a citizen. Students will focus on ways to be conscientious, environmentaly and socially responsible adults. The importance of volunteering and giving back to the community will be discussed. Students will be required to spend a set amount of hours volunteering.

**CEP 046 - Social Psychology (0)**
This survey course will cover topics such as: the human body, brain chemistry, emotions, human behavior, personality, interpersonal relationships, learning styles, critical thinking and problem solving. Lab activities completed during class will enhance the topic of discussion. This course will give individuals a chance to learn more about their own personality and learning style.
CEP 047 - Drama (0)
Exploring your theatrical side is the focus of this new course. Students will begin by participating in a series of structured physical movements and guided meditation to warm up their bodies and their minds. The class will engage in theatre and improvisational games designed to open their creative thought and allow them to become comfortable. A final performance will be developed with input from the class and performed in front of an audience. The ultimate goal of this course is to foster creative self-expression, improve confidence and advance overall social skills.

CEP 048 - Music and Movement (0)
The goal of this course is for students to explore movement and become more aware of their body in space. Class will begin with structured warm-ups to awake the body and increase flexibility and strength. Dance vocabulary and technique will be used but the emphasis will be based on rhythm, body coordination and improv.

CEP 049 - Journalism (0)
This course explores several facets of Broadcast Journalism, including identifying and analyzing newsworthy events, writing TV-news storyboards and scripts, conducting dynamic news interviews, and learning the job responsibilities of a news reporter and anchorperson. To connect classroom learning with real world broadcasting, students will tour WRGB CBS 6, a local Albany, NY TV-news station, and have the opportunity to talk with a CBS 6 news anchor. Throughout the semester, students will produce three major video projects. By working independently and in small 'news team' groups, students will expand their knowledge of the Broadcast Journalism profession; develop their collaboration, interpersonal, leadership, and organizational skills; and strengthen their English Language Arts (ELA) related skills, specifically reading, writing, and public speaking.

CEP 050 - Video Production (0)
This course explores first hand what it means to be part of a TV-News channel video production team, focusing on the responsibilities of a camera-operator, video editor, video producer, and other video production related staff. Various production and film techniques such as setting, presentation, props, camera angles, and video editing will be explored. To connect classroom learning with real world broadcasting, students will tour WRGB CBS 6, a local Albany, NY TV-news station, and have the opportunity to go behind the scenes to shadow and meet the CBS 6 video production team. In order to keep up with the cutting edge world of video editing on the computer, students will utilize the editing equipment on campus and at the Apple Editing Lab in Albany. Throughout the semester, students will produce three major video projects. By working independently and in small 'news team' groups, students will expand their knowledge of the broadcasting/video production profession; develop their collaboration, interpersonal, leadership, and organizational skills; and strengthen their video camera and video editing skills.

CEP 051 - Social Scene (0)
This course provides an opportunity for students to improve their communication, self-awareness and problem solving skills while learning how to further develop friendships and other personal relationships. Topics vary each semester, but often include: self-esteem, dealing with frustration, bullying, gossip and dating.

CEP 052 - Experimental Drawing (0)
This class is about drawing; about the experience of drawing; and about the possibilities of looking at the world with new eyes. Students will learn how to produce a broad range of values with different materials, perspective rendering, and modeling of forms. We will look at the drawings of the Old and Modern Masters. Learn the elements and principles of art and how these principles are applied to contour drawing, gesture drawing, and modeling in drawing. Students will keep a sketchbook throughout the class to be used for most assignments including homework. Students will also experience various types of drawing tools and paper; such as sharpie, charcoal (and charcoal paper), conte crayon, and pastels. Some collage will be integrated with our drawings, time providing. Three subjects of the artist are portraits (including self-portraits), figure drawing and landscapes. All apply to this class. On any level of drawing a student may have profound experiences and produce work of high aesthetic merit.

CEP 053 - Internship (0)
College Experience seniors prepare for the working world by participating in an internship or job experience. Students choose a careerfield and are provided with assistance from a job developer to apply and interview for job openings. Once an internship or job is identified, students are provided with one-on-one job coaching services until they feel confident in completing the job. VESID services or OMRDD Employment Training Program (ETP) services may be utilized in job exploration, placement and coaching. Advanced Internship Seminar will support this process and provide students with the skills to get and maintain a job.

CEP 054 - Entrepreneurship Workshop (0)
This 'hands on' class will explore how to start up and run a successful small business. The class will put what they learn to practice by creating their own business. They will learn about products, making a profit, the specific techniques and strategies used in selling and advertising. Students will be able to see their decisions in action and learn how to be creative problem solvers.

CEP 055 - Human Sexuality (0)
In this course students will learn about sexuality, the anatomy of sexual organs, sexual acts, and most importantly, safety. Many meaningful discussions will be had around the topics of emotional readiness, the steps of sexual intimacy and how to build a healthy relationship. Planned Parenthood will visit class and talk about safety and equipment for protection. Explicit pictures will be used and scientific terms will be used to refer to sexual parts and acts.

CEP 056 - Understanding Animation Wkshp (0)
Understanding Animation is a course for the student who is curious about how artists make their creations come alive, move and act like living breathing things. They will learn how to animate their drawings. Students should be interested in drawing and have a basic idea of how to draw. Instructor will provide guidance with drawing techniques. Class lessons will consist of looking back at the history and beginning of animation with information and visuals on Walt Disney and his staff of early creators in the field. We will take a look at Claymation as used by Tim Burton and other forms of the modern adaptation of animation. Students will create a flip book by drawing their own characters in sequence many times over which will simulate movement. There will be a materials fee.

CEP 057 - Lancaster Times (0)
Lancaster Times is the College Experience Program’s monthly newsletter. Based on writing lessons and direct instruction, students learn to draft and edit an article, poem or interview that will become part of the newsletter. The content is student-driven and based on events occurring at The College and within the Program. Students
greatly improve their writing skills from sentence structure, grammar, punctuation and word usage. Students experience the process of putting together a newsletter, including selecting articles, choosing pictures to accompany the articles and determining layout. The newsletter is distributed each month to families and friends throughout the world.

**CEP 058 - Transition into Employment (0)**
Graduates of the College Experience Program will participate in this course as a way to prepare for the transition from internship to paid employment. Students will update resumes and reference lists and polish up on interview skills. Each individual will begin the process of searching for a job, applying for jobs and applying for ACCESS-VR services to ensure job coach support.

**CEP 059 - Science Experimentation (0)**
In this hands-on lab class students will learn the scientific method and participate in many experiments. Various fields of science will be explored, such as physical science, biology, and chemistry. Students will observe at least one 'critter' and conduct a simple experiment.

**CEP 060 - Horticulture (0)**
In this course students will learn about the field of horticulture and the basics involved in growing your own food. Students will study soil composition, learn about the difference between various plants and how to cultivate their growth, as well as discuss garden pests and helpers. As a class, students will plan their garden plot, prepare the soil and plant the crops. They will maintain the plot by watering the plants, weeding and providing the plants with the nutrients necessary. At the conclusion of the class, students may be able to see the fruits of their labor.

**CEP 061 - Internship Prep (0)**
In preparation for their senior year internship, first year students will explore internship opportunities, polish up on interview skills, and ensure their resumes are up-to-date.

**CEP 062 - Literature (0)**
This course will introduce students to different types of literature, including short stories, realistic fiction and poetry. Through readings and discussion, students will learn to recognize social nuances and to use different methods and techniques to express emotion. Literature will also be used to explore various themes, including but not limited to: social and cultural differences, personal relationships and disabilities.

**CEP 063 - Theater Arts (0)**
All aspects of the theater will be explored in this class, including but not limited to: acting techniques, improv, scenery, costumes, makeup, lighting, and props. Students will work on improving their voice and diction through warm-ups. Movement will be taught and examined as an important tool to convey a message. Students will role play and participate in story telling. Script writing will be taught and students will have the opportunity to create an original script. A final performance will conclude the semester.

**CEP 064 - Public Speaking (0)**
Students in this course will learn what makes a presenter a successful public speaker. The class will work on voice and diction, as well as making eye contact and using body language to assist in the message, not detract. Speech writing will be taught and students will have many opportunities to write a simple speech on a topic of their choice. Several speeches will be assigned and presented to the class.

**CEP 065 - Animal Science (0)**
The focus of this course will be on learning about all the ways animals are involved in our life: as pets, as food, as careers and in the wild. Students will learn about the joys and responsibilities of being a pet owner of many different types of pets. Animal food products and the treatment of domesticated animals will be explored. Animal-related career fields will be examined and students will meet people in the field that hold many of these jobs. Students will complete a research project of an animal of their choice. The class will take many field trips to see animals in various settings, such as pet stores, environmental centers and farms.

**CEP 066 - Relationships Workshop (0)**
Building upon what students have learned in previous communication and social skills courses, this course will give students the opportunity to speak more candidly in a small, same sex group about topics of interest. This may include hygiene, grooming, sexuality, dating, conflict resolution, friendship and safety.

**CEP 067 - Cooking Prep (0)**
As incoming freshman, students will learn the beginning steps of cooking for themselves. Students will start with the fundamentals, including measuring, cutting skills, use of an oven and stove, and food safety. Healthy choices and balanced meals will be discussed and reviewed. As part of this course students will be required to practice their cooking skills by making dinner several times a week.

**CEP 068 - Budgeting (0)**
Upon completion of Finance I and II students will continue to work on their personal finances with a focus on budgeting. In preparation for independent living, students will learn how to set up and follow a budget. They will review where their money comes from (SSI, SSDI, parents, jobs, etc...) and what their expenses are. Students will continue to use skills they have learned in Finance I and II such as online banking and how to use their money responsibly in the community.

**CEP 069 - Mythology (0)**
Mythology is designed to develop student interest in myths and legends of various cultures. Lectures will encompass a variety of learning methods. Students will be expected to actively participate in interactive learning enclaves, which will help them expand their understanding of the subject. The class will focus upon learning the myths of each culture developed and why. Students will learn how to write their own myth. This course will combine classroom learning with community opportunities (field trips) to enhance comprehension of the material. Students will leave this class with an increased knowledge of mythology.

**CEP 070 - Career Connections (0)**
This course is designed to provide ongoing support and specialized learning opportunities to students as they complete internships in the community. Throughout the course, students will be encouraged to actively reflect upon their internship experiences through writing exercises and group dialogue. Career-relevant topics will be explored and guest speakers and instructors will provide focused training related to a number of different occupations.

**CEP 071 - Music Performance (0)**
Through this course, students will be given the opportunity to learn and perform a musical piece within a group setting. Students will learn about various music genres and will be exposed to several
different music instruments and methods for creating music during the course.

**CEP 072 - Forensic Science (0)**
The objective of this course is to expose students to the various sciences used in interpreting a crime scene. Students will learn methods of observations, as well as how to collect, analyze and evaluate evidence found at crime scenes. Topics include but are not limited to: fingerprint analysis, hair and fiber comparison, and DNA analysis.

**CEP 073 - Content Creation (0)**
In this class, students will learn the basics of marketing and creating content in the fields of social media, blogs, articles, videos, and more. Students will produce College Experience focused content to be posted on the website, social media, newsletters, etc.

**CEP 074 - History Alive (0)**
Through this course, students will immerse themselves in local history. Field trips, guest speakers and other interactive methods will be used to introduce students to the important events and people within the Capital Region that had a major impact on American history.

**CEP 075 - Improvisational Acting (0)**
This course provides an opportunity for students to improve their communication, self-confidence and problem solving skills while learning improvisational acting techniques. Students will engage in exercises designed to help students learn how to express emotions and ideas to an audience. Students will also learn how to adapt when they find themselves in unexpected scenarios.

**CEP 076 - Community Service (0)**
Through this course, students will research problems and needs within their own community and work with peers to develop service projects designed to meet community needs. Students will have the opportunity to learn about community issues, set goals and design service plans, and engage in meaningful community service.

**CEP 077 - Introduction to Comic Book Art (0)**
This course will introduce students to the basic of cartooning and comic book art, including character design, penciling, inking, page design and script writing. Students will also learn about the history of the comic book industry and cartooning as a unique form of art.

**CEP 078 - Budgeting II (0)**
Upon completion of Budgeting, students will continue to work on their personal finances. In preparation for independent living, students will learn how to set up and follow a budget. They will review where their money comes from (SSI, SSDI, parents, jobs, etc.) and what expenses they may need to cover while living independently. Special emphasis will be placed on creating a savings plan and understanding how to accomplish savings goals.

**CEP 079 - Transition to Independence (0)**
This course enables students to learn how to navigate a new neighborhood in downtown Albany, close to the Transitions program. Through walking tours, students will become familiar with a new environment and will locate major landmarks and neighborhood staples, like pharmacies and restaurants. Students will also learn and practice new CDTA bus routes to the grocery store and other locations.

**CEP 080 - Disability Seminar (0)**
Disability Seminar introduces students to several different types of disabilities, as well as relevant topics in the field of disability studies, including but not limited to: adaptive technology, advocacy, employment, Individual Service Plans (ISPs) and some of the common challenges one with a disability might encounter. The seminar also serves to empower students by helping them to better understand their own diagnoses and learn how to serve as self-advocates.

**CEP 081 - Current Events (0)**
The objective of this course is to introduce students to events occurring in the local, national and international community via the news media, and to further explore the context of those events. Students will have the opportunity to analyze news stories and to determine how societal events and trends may impact their own lives. The course is largely discussion based, providing an outlet for students to observe and discuss the news with their peers.

**CEP 082 - Introduction to Language (0)**
In this introductory course, students will have the opportunity to sample the major romance languages including Spanish, French and Italian. Through listening sessions, interactive presentations and discussion, students will learn basic greetings and will be able to carry out a short conversation in a foreign language. Emphasis will be placed on becoming familiar with common sounds and words in romance languages and on learning more about the culture tied to each language.

**CEP 083 - Introduction to Dance (0)**
This course provides an opportunity for students to learn a variety of dance techniques and to perform a short choreographed piece. Students will engage in exercises designed to build stamina, improve strength and flexibility, and develop rhythm.

**CEP 084 - Independent Living Wkshp (0)**
Independent Living Workshop is a postgraduate class for students who enter the Transitions program and seek to further develop their independent living skills. The course includes both an online component and face-to-face instruction during scheduled meeting times. Drop-in support and assessments from instructors in the student’s home environment also serve as essential elements of the course. Students will work on a variety of skills, including but not limited to: apartment maintenance, planning and cooking complete meals, and keeping an active and fulfilling daily and weekly schedule.

**CEP 085 - Career Exploration (0)**
Career Exploration will introduce the employment process to College Experience freshman. This course will expose students to a wide variety of different careers, as well as hard and soft skills needed in the workplace. Early exposure to job shadows and self-awareness of individual skills sets will assist in the exploration process. Students partaking in this course will also develop and create their own career portfolio. The portfolio will consist of the following: previous work history, resume, summary of skills, references, letters of recommendation, and complete reference letters from past supervisors.

**CEP 086 - Human Development (0)**
In this introductory level course, students will learn about the development of the individual from birth to adulthood. The processes and influences affecting a developing person will be explored, with emphasis on major transitional periods. The course
also serves as an excellent glance into the development and care of children as well as the aging for those interested in pursuing a career in the human services.

**CEP 087 - American Pop Culture (0)**
In this introductory level course, students will learn about American popular culture over the last century. The course will focus on examining how pop culture shapes people's lives, including how pop culture impacts the way people think, feel, vote, shop, and live in general. A wide range of topics will be covered, including television, radio, music, art, fads, fashion, sports and literature. Students will also examine the rise of the celebrity, and how the rise and role of American celebrities has changed over the years.

**CEP 088 - Meteorology (0)**
Meteorology introduces students to the study of Earth's atmosphere, climate, and weather. Topics of discussion and exploration include: general features of the atmosphere, the water cycle, air motions, wind patterns, weather systems, weather instruments, measurement, forecasting, and how humans relate to and alter their physical environment resulting in climate changes. Special emphasis will be placed on learning about severe weather systems.

**CEP 089 - Pioneering & Wilderness Ed (0)**
In this course students will study the complex relationship between humans and nature and learn basic pioneering and wilderness survival skills. Topics vary each semester, but may include: rope knots, construction of basic shelters, identifying edible and poisonous plants, basic first aid, orienteering, animal identification, and tracking.

**CEP 090 - Current Events (0)**
The objective of this course is to introduce students to events occurring in the local, national and international community via the news media, and to further explore the context of those events. Students will have the opportunity to analyze news stories and to determine how societal events and trends may impact their own lives. The course is largely discussion based, providing an outlet for students to observe and discuss the news with their peers.

**CEP 091 - Volunteerism (0)**
In this class students will learn about the needs within their community and the organizations that assist those in need. Students will also volunteer their time at various community organizations. Students will build civic engagement and employment skills through volunteering.

**CHM - Chemistry**

**CHM 100 - Foundations of Chemistry (3)**
An introduction to general chemistry topics for students with limited background in chemistry. Students will learn basics of atomic structure, chemical bonding, chemical reactions, and quantitative aspects of mixture and solutions. Students will gain experience working with quantitative data, including the use of significant figures, units, and dimensional analysis. Problem solving strategies will be emphasized. Course does not satisfy major-level science requirements or core 5 requirement; it is designed to prepare students for the major-level CHM-190/CHM-191 sequence. Students must have a minimum math placement exam score of MAPL 31 or concurrently take MAT 180. Fall.

**CHM 103 - Science and Society (3)**
(Cross-listed with BIO 103) An introductory course for non-majors with little or no formal training in science and mathematics. Science and Society will examine the historical development and social context of major concepts from biology, chemistry and physics. CHM 103L Laboratory required. Offered as needed. (C5)

**CHM 103L - Chemistry & Society Lab (1)**
Illustrates lecture topics and helps students develop laboratory skills and techniques. Lab Fee. (C5)

**CHM 105 - Environmental Chemistry (3)**
This is an introductory course for non-science majors who are interested in understanding the chemistry behind the major environmental issues facing us today. Some of the topics that might be included are air and water pollution, acid rain, ozone depletion, global warming, pesticides and herbicides, recycling, energy sources such as fossil fuels and nuclear power, radiation exposure, and other topical issues as they arise. CHM 105L Laboratory required. Offered as needed. (C5)

**CHM 105L - Environmental Chem Lab (1)**
Illustrates principles developed in lecture and helps students develop laboratory skills and techniques. Lab Fee. (C5)

**CHM 170 - Chemistry for Health Sci (4)**
This is an introductory chemistry course for students in nursing and health related fields. This course is intended to provide nurses with a descriptive background in general, organic and biochemistry so that other courses taken in the field can be appreciated on a molecular level. The first part of the course will focus on fundamentals of general chemistry dealing with the nature of atoms, atomic structure, bonding and role of nuclear chemistry in medicine. The 2nd half of the course will focus on the structure and nomenclature of organic and biomolecules and their role in health-related systems. Lab fee. Fall. (C5)

**CHM 190 - Gen Chemistry 1 (3)**
This course introduces students to the principles of chemistry. Students will learn atomic theory, stoichiometry, periodicity, chemical bonding, electronic structure of atoms, molecular orbital theory, thermochemistry, gases, liquids, solids, and solutions. CHM 190L Laboratory required. A suitable score on the math placement exam is required. High school chemistry is highly recommended. Fall. (C5)

**CHM 190L - Gen Chemistry 1 Lab (1)**
Illustrates lecture topics and helps students develop laboratory skills and techniques. Lab Fee. (C5)

**CHM 191 - Gen Chemistry 2 (3)**
This course is the continuation of CHM-190. Students will learn intermolecular forces, colligative properties, kinetics, equilibrium, acid-base behavior, and electrochemistry. CHM 191L Laboratory required. Prerequisite: CHM 190 and a suitable score on the math placement exam is required. High school chemistry is highly recommended. Spring

**CHM 191L - Gen Chemistry 2 Lab (1)**
Illustrates lecture topics and helps students develop laboratory skills and techniques. Lab Fee.

**CHM 201 - Organic Chemistry 1 (3)**
This course provides an intensive examination of the molecular structure of organic chemical compounds, the relationship of
molecular structure to physical properties and the elucidation of structure using spectroscopic methods. Topics include functional groups, modern theories of chemical bonding, isomerism and stereochemistry, and nomenclature of organic compounds. Prerequisite: CHM 191. CHM 201L laboratory is required. Fall.

CHM 201L - Organic Chemistry 1 Lab (1)
In this course, students learn and practice fundamental laboratory techniques in organic chemistry. These include essential product isolation, purifacation, and analysis techniques, including extraction, filtration, distillation, melting point/boiling point measurement, refractive index measurement, polarimetry, thin layer chromatography, column chromatography and gas chromatography. Lab Fee.

CHM 202 - Organic Chemistry 2 (3)
This course examines the reactivity of organic compounds, with an emphasis on reaction mechanisms. Topics include acid-base chemistry, substitution and elimination reactions, electrophilic addition reactions, nucleophilic addition reactions, oxidation-reduction reactions and radical reactions. Prerequisite: CHM 201L. CHM 202L laboratory is required. Spring.

CHM 202L - Organic Chemistry 2 Lab (1)
In this course, students apply the techniques learned in CHM 201L to the execution of several chemical reactions of organic compounds. Students analyze their products using the spectroscopic techniques (IR and NMR) learned in CHM 201L. Lab Fee.

CHM 203 - Quantitative Analysis (3)
An introductory analytical chemistry course which emphasizes laboratory techniques and associated theory and calculations. Topics may include statistics, stoichiometry, equilibrium, redox reactions, theory of analysis and analytical instrumentation. CHM 203L Laboratory required. Prerequisite: CHM 191. Spring.

CHM 203L - Quantitative Analysis Lab (1)
A series of wet chemical and instrumental determinations of the concentration of unknowns will be performed. Separations and pre-analytic preparation are involved. Lab Fee.

CHM 301 - Instrumental Analysis (3)
This course will include the theory and applications of modern instrumental methods in chemistry. Analysis by spectroscopy (AA, UV-Vis, Fluorescence, IR and NMR), chromatography (GC, HPLC, and CE), Mass Spectrometry and other selected methods will be discussed. CHM 301L Laboratory required. Prerequisite: CHM 203 or permission of the instructor. Fall.

CHM 301L - Instrumental Analysis Lab (1)
This lab course emphasizes the use of spectroscopic and chromatographic instrumentation in quantitative and qualitative chemical analyses. Lab Fee.

CHM 305 - Inorganic Chemistry (3)
This is an intermediate course in inorganic chemistry. Topics may include atomic and molecular structure, periodicity, ionic crystals, inorganic thermodynamics, metallic properties and bonding, molecular symmetry, acid-base behavior, oxidation and reduction reactions, coordination chemistry, crystal field theory, and ligand field theory. Fulfills writing-intensive requirement. Prerequisites: CHM 190, 191. Offered as needed.

CHM 305L - Inorganic Chemistry Lab (1)
Lab for CHM 305 Inorganic Chemistry. Lab fee.

CHM 306 - Synthesis & Characterization (2)
An advanced laboratory course focusing on the preparation and isolation of inorganic, organometallic and organic compounds, including the identification and characterization of such species by spectroscopic methods. Prerequisite: CHM 202. Offered as needed.

CHM 307 - Biochemistry (3)
(Cross-listed with BIO 307) A study of the organic chemistry of the molecular components of cells including proteins, enzymes (kinetics and mechanisms), carbohydrates and lipids. The metabolism of these constituents, including glycolysis, TCA cycle and electron transport, and the energy transformations involved in these pathways will also be discussed. CHM 307L Laboratory is required. Prerequisite: CHM 202. Fall.

CHM 307L - Biochemistry Lab (1)
Lab Fee. Fulfills writing-intensive requirement.

CHM 321 - Advanced Organic Chemistry (3)
Further study of the principles learned in CHM 201 and CHM 202. Emphasis is on the applications of physical chemistry (isotope effects, linear free-energy relationships, solvent effects, thermodynamics, orbital symmetry) to organic chemical reactions (eliminations and additions, substitutions and pericyclic reactions). CHM 321L Laboratory is optional. Prerequisite: CHM 202. Offered as needed.

CHM 321L - Advanced Organic Chemistry Lab (1)
In this laboratory, advanced techniques of organic chemistry (microscale work, kinetics, manipulations of air-sensitive compounds, N.M.R. spectroscopy) will be covered and utilized to illustrate principles and reactions presented in the lecture. Lab Fee.

CHM 370 - Topics in Chemistry (1 to 6)
An in-depth study of a topic of current interest. Credit hours may not be applied towards the Liberal Education requirements. Instructor's permission is required. Offered as needed.

CHM 370L - Lab:Topics in Chemistry (1)
Lab component of CHM 370. Lab fee.

CHM 400 - Research (1 to 4)
Lab fee. Cannot be used to replace any required courses within the major or minor. One credit of research is equivalent to a minimum of 3 hours of research per week.

CHM 401L - Physical Chemistry Lab 1 (1)
This lab course emphasizes experimental and computational techniques in Physical Chemistry. Lab Fee.

CHM 402 - Physical Chemistry 2 (3)
This course introduces concepts in chemical kinetics and quantum mechanics. Topics may include kinetic molecular theory, rate laws and integrated rate laws, kinetics of chemical mechanisms, collision theory, catalysis, postulates of quantum mechanics, simple quantum mechanical models, wave functions, operators, atomic and molecular structure. CHM 402L Laboratory required. Prerequisites:
CHM 190, 191, 401; MAT 190, 191; PHY 190, 191. Spring of even years or as needed.

**CHM 402L - Physical Chemistry Lab 2 (1)**  
This lab course emphasizes experimental and computational techniques in Physical Chemistry. Lab Fee.

**CHM 494 - Internship (3)**  
(Maximum of 6 credits; typically, 3 taken in one semester and 3 taken in another semester).

**CHM 496 - Research Honors in Chemistry (0)**  
Qualified students intending to pursue honors research in chemistry must register for this course during the semester in which they complete their written thesis. Please refer to the Honors Research section of the undergraduate catalog for information on the requirements for honors research. Written permission from department chair required for registration for this course.

**CHM 499 - Independent Study (1 to 3)**

### CHN - Chinese

**CHN 101 - Identity and Culture (3)**  
With a communication-centered approach, this course begins with the elementary structures, expressions and vocabulary of the Chinese language, with a significant focus on cultural aspects and/or current events of the Chinese speaking world. After completing this course, students should be able to recognize words and simple sentences in familiar and everyday contexts. Students with more than one year of high school Chinese should not take this course. (C3)

**CHN 102 - Culture in Action (3)**  
A continuation of CHN 101. With a communication-centered approach, this course explores the elementary structures, expressions and vocabulary of the Chinese language, with a significant focus on cultural aspects and/or current events of the Chinese speaking world. After completing this course, students should be able to handle short social interactions, using written or oral language to communicate about familiar topics via phrases and simple sentences. Students with more than two consecutive years of high school Chinese should not take this course. (C3)

### CJS - Criminal Justice

**CJS 110 - Intro to Criminal Justice (3)**  
This broad introductory course in criminal justice serves as a survey to how the American criminal justice system is a mechanism for exerting societal control over both individuals and groups through the balancing of the crime control and due process goals of the system. The course describes the ways criminal justice actors exercise discretion and the role that discretion plays at the individual, group, and societal level in the administration of American criminal justice. Through research, course readings, and debate, students gain an understanding of policing, the courts and adjudication, and corrections. Students will recognize the nomenclature used in the field of criminal justice and identify the relationships between and among the major criminal justice organizations responsible for social control (i.e., law enforcement, the judicial system, and corrections) and the society whose interests they serve. Fall, Spring.

**CJS 111 - Criminal Behavior (3)**  
This foundational course in criminal justice is an introduction to an interdisciplinary perspective of criminological knowledge. The course surveys explanations of crime and deviance amongst individual, group, and societal levels. Lecture, discussion, and case studies enable students to recognize and begin to explain the causes of crime and deviance. Students will use existing and traditional criminological research to describe the major criminological theories that offer different explanations about deviance and why some individual commit crime. Fall, Spring.

**CJS 112 - The Court Systems (3)**  
This course will survey the organizational structure of U.S. courts at the local, state and federal levels. It will include an examination of the roles and functions of the courtroom workgroup: judges, prosecutors and defense attorneys. Conflicts of formal and informal practices are discussed (i.e., the trial vs. plea bargaining; the adversarial vs. a cooperative system of law). Other topics will include the role of probation in the court system and the relatively recent introduction of special courts (drug, gun, and community). The role of negotiation is emphasized. This course may require a student visit to view a local area court proceeding. Fall, Spring.

**CJS 232 - Policing (3)**  
This course will focus on police organizations, functions, and issues. Students will begin with the foundational understanding that the police mission to protect and serve requires police to: (1) exercise appropriate police authority to protect society; and (2) ensure the protections enumerated in the US Constitution. Students will focus on the development of American policing, the organization of modern American police departments, policing roles, and various operational policing methods. Notably, the course will consider the impact of recent events involving police, important trials and decisions, and pro and anti-police movements. The course study will also include the concept of "Intelligence-Led Policing" (ILP) -- an evolving law enforcement strategy which uses crime data, analysis, and intelligence to reduce crime, safeguard society, and protect individual rights. Regarding ILP, the course will focus on how law enforcement organizations at the local, state, and federal levels, share and analyze criminal intelligence to reduce crime, assist communities, and support policing. The course will emphasize practical strategies, solutions to problems, improved policing methods, and leadership challenges for the future. Fall.

**CJS 234 - Probation, Prison & Parole (3)**  
This course is designed to attain a higher level of information literacy about jails and prisons than was presented in CJS 110. The course addresses the major issues historically and currently shaping how incarceration serves the punishment goals of retribution, deterrence, rehabilitation, and reintegration through prison and jail programming, population control strategies, administrative procedures, and community transition programs. Course learning activities focus on the application and influence of European political philosophers and religious Quakers on the American use of prisons. Fall, Summer.

**CJS 238 - Substantive Criminal Law (3)**  
This course will provide an introduction to the legal system of the United States and trace the historical, social and philosophical sources and development of American criminal law from its origin in the common law up to modern criminal statutes; an examination of the essential elements of criminal liability and a thorough analysis of the scope, purpose, definition and classification of criminal offenses, such as crimes against the person, crimes against property
and habitation, and crimes against public order, and a discussion of defenses to criminal responsibility. Fall.

**CJS 239 - Juvenile Delinquency (3)**
An in-depth exploration of the nature and extent of juvenile crime and victimization in American society. Topics will include the historical changes in the legal definition of the juvenile offender; the cultural myths of juvenile crime victimization; and the administrative response of the criminal justice systems of police, courts, and corrections. Social correlates, such as race, ethnicity, gender, and socioeconomic status, are examined. Theories of juvenile justice are surveyed. Spring.

**CJS 242 - Victimology (3)**
This course will examine the victims’ experience/outcome in a criminal event. The course will also consider how victims are affected by their experiences with the criminal justice system, and the goals of the victims’ rights movement. With a focus on the victim, current coverage of the seriousness of intimate partner violence, child abuse, sexual assaults in the U.S. military, acquaintance rapes on college campuses, shootings on campuses, whether arming for self-protection is an effective strategy, and similar high-profile issues will also be explored. Spring, odd years.

**CJS 244 - Criminal Profiling (3)**
Based on a subset of offenses/offenders most suitable for profiling, this course will explore the process of identifying personality traits, behavioral tendencies, geographical location, and demographic or biographical descriptors of an offender (or offenders) based on crime scene characteristics. Various aspects of the criminal’s personality makeup are determined from his or her choices before, during, and after the crime. This information is combined with other relevant details and physical evidence, and then compared with the characteristics of known personality types and mental abnormalities to develop a practical working description of the offender. Spring, even years.

**CJS 250 - Law & Theory Crim Investigat (3)**
This course will provide an in-depth analysis of the nature and purpose of criminal investigations and the quest to reconstruct the past and seek the truth. It will help the student develop an analytical understanding of the investigative process through an introduction to, and an examination of, the theories, concepts and terminology utilized in basic investigatory functions and evidentiary techniques. Topics included will be a discussion of the various methods of evidence gathering, crime scene preservation, the interview and interrogation of witnesses and suspects, the identification, collection and preservation of physical evidence, the use of informants, and the techniques involved in surveillance and special investigations. A strong emphasis will be placed on the critical legal issues involved in searches and seizures and the obtaining of admissions and confessions. Significant attention will be given to the ramifications of the 4th, 5th, 6th, and 14th Amendments to the United States’ Constitution upon the investigatory and evidentiary gathering process, as well as an examination of landmark case law interpreting those constitutional safeguards. Fall, Spring.

**CJS 252 - Introduction to Evidence (3)**
This broad introductory course in the foundations of evidence surveys the basic rules of evidence that are contained in the Federal Rules of Evidence (FRE). While each state has its own rules of evidence, the principles behind the FRE rules are the same principles that are behind all state rules of evidence. Students will learn to apply the FRE to solve common evidence-based scenarios that often appear at civil and criminal trials. The course will specifically cover the nature of evidence (e.g., direct, circumstantial, real, testimonial, and hearsay), evidence related issues (e.g., relevance, materiality, admissibility, presumptions, inferences, and stipulations), the evidentiary process (e.g., the fact-finding process, the authentication of evidence, and the cross examination of witnesses), and special types of witnesses such as expert opinion and scientific witnesses. Students will be challenged in class through discussion, role playing and problems to apply the rules and principles of evidence. Fall.

**CJS 260 - Drugs, Crime, & Crim Jstoc (3)**
The drug scene has a long and enduring history in criminal justice. Presented in a contemporary, historical, theoretical and descriptive manner, this course will examine changing patterns, problems, perspectives, and policies of both legal and illicit drugs. The social context in which drug taking, drug related problems, and drug policies occur will also be of subject. Fall, odd years.

**CJS 270 - Deviance (3)**
Deviance ranges from norm violating behavior to the formation of extreme deviant identities which can be harmful to others. This course will study deviants who hold beliefs, exhibit traits, or engage in beyond normal actions that they are ostracized or stigmatized by members or mainstream society. Offered as needed.

**CJS 280 - Spec Topics: (1 to 4)**
This course is offered on an occasional basis as a means of providing Criminal Justice majors and faculty the opportunity to explore a particular area of study not normally covered in the major.

**CJS 310 - Ethics (3)**
This course is designed to expose majors in Criminal Justice to some of the critical ethical issues they will inevitably face should they become employed in this field. The goal is to raise student awareness of various issues rather than present answers. Fall, Spring.

**CJS 319 - The Law of Policing (3)**
This course introduces the student to many of the constitutional aspects that govern street level policing and criminal investigation. Topics covered include citizen-law enforcement street encounters, electronic surveillance, undercover investigations, entrapment, and the conducting of interrogations and out-of-court identification procedures. Fall, even years.

**CJS 321 - Prosecution & Defense of the Accused (3)**
This course provides an overview of the prosecutorial and defense processes. On the prosecution side, topics may include how prosecutors screen and decide cases, pretrial procedures such as bail and recognition, pre-trial practice leading up to trial, plea bargaining, guilty pleas, and jury selection. On the defense side, topics may include the right to competent counsel and the right to not be required to self-incriminate. Fall.

**CJS 330 - Comparative CJ Systems (3)**
This course offers a cross cultural perspective to the comparative study of different criminal justice systems operating worldwide. It analyzes the societal responses to various conceptions of justice and describes and contrasts the major aspects of the organization of criminal justice. Prerequisite: CJS 110 with a C- or better. Fall.

**CJS 336 - Public Policies, Crime, & CJS (3)**
Within the context of public policy formation this course will examine, after a general investigation of how public policy is created in the U.S., several current controversial issues in criminal justice.
policy. As part of our investigations we will take the time to view criminal justice policy from the standpoint of race and the actual and perceived effect of criminal justice policy on minorities. 
Prerequisite: CJS 110 with a C- or better. Spring.

CJS 337 - White Collar Crime (3)
This course will examine the changing concept of white-collar crime, both in theory and practice. Through a full social survey and case studies, a range of offenses will be examined, such as occupational crimes, corporate crimes, and political crimes, as well as in-depth profiling of white-collar offenders. Additional topics will include the problems of measurement, the criminal justice system response, and the social attitudes and consequences of white-collar crime in the United States. Blue-collar (or street) crimes will be included periodically for comparative analysis. A strong emphasis will be placed on the ethical issues involved. Prerequisites: CJS 110 and CJS 111, both with a C- or better. Spring.

CJS 340 - Sex Crimes and Paraphilia (3)
This course will examine various sex crimes ranging from nonviolent offenses such as exhibitionism, voyeurism and obscene telephone calls to serial rapes and lust murders. Certain fantasies and paraphilias may not be perceived as criminal; however it can be viewed as preparatory behavior that becomes motivation for future sex offending. Once reaching an understanding of the sex offender, intervention strategies will be explored. Prerequisite: CJS 111 with a C- or better, recommended CJS 244. Fall.

CJS 343 - Criminal Personality (3)
Focusing on Samenow & Yochelson's and Hare's work, this course explores how criminal thinking impacts action. The student will also study how personality traits may influence why certain individuals react to lift strain by offending, why particular individuals are targets of crime, and why psychopathic offenders choose particular avenues of crime. Fall

CJS 345 - Stress, Coping and Violence (3)
Focusing on the United States, this course will study the relationship between stress and aggression. Applying Lazarus's Stress and Emotion, the student will explore how stress can possibly lead to forms of violence directed at others and self-destructive violence. This course will conclude with an exploration of the incidence of mass murder, stress, and coping in the United States. Prerequisite: CJS 111 with a C- or better. Spring, odd years.

CJS 346 - Desistence & Changing the Crim (3)
Can hardened criminals really reform? The course will examine literature illustrating how repeat offenders who, by all statistical measures, should have continued on the criminal path but instead have created lives of productivity and purpose. Not only exploring literature describing the aging out process of criminality, this course will also introduce research illustrating that criminals who desist from crime have constructed powerful narratives that aided them in making sense of their pasts, finding fulfillment in productive behaviors, and feeling in control of their future. Prerequisite: CJS 111 with a C- or better. Spring, odd years.

CJS 347 - Juvenile Justice (3)
This course is a general orientation to the field of juvenile justice. It critically examines the juvenile justice system in the United States. Examining the goals and objectives of the system. It will also familiarize students with the evolution of juvenile justice courts and key players in the juvenile justice adjudication process. Additionally, students will examine issues dealing with the juvenile court process as well as compare and contrast the juvenile and adult justice court systems. Fall.

CJS 352 - Scientific&ExpertOpinionEvidence (3)
Evidence is to law what anatomy is to medicine (i.e., it is the structure upon which all other elements of a trial are built). This course deals primarily with the rules of evidence that apply to admission of scientific evidence and expert opinions in civil and criminal proceedings. The course will use the Federal Rules of Evidence (FRE) to examine the principles governing the use of evidence by those whose work can involve them in legal proceedings both civil and criminal (forensic psychologist, forensic scientists, social workers, police etc.). The course will specifically cover the nature of scientific and expert opinion evidence and evidence related issues surrounding the admissibility of such evidence. Particular attention will be paid to the creation and content of documents and records created prior to litigation and the possible use of these work products in subsequent legal proceedings. Students will be challenged in class through discussion and role playing by being asked to apply the rules and principles of evidence that frequently occur within their given fields of study. Spring

CJS 360 - Homeland Security (3)
This course will examine aspects of homeland security in the United State. The course will consider both the concept of “homeland security” and the Department of Homeland Security (DHS). The course will focus on 9/11 as an event, the subsequent creation and development of DHS, DHS component agencies, and homeland security responsibilities. The course will cover an array of more narrow focus areas associated with homeland security which may include risk management, emergency response to natural and man-made disasters, and federal/state/local partnerships. Fall.

CJS 370 - Human Trafficking (3)
Human trafficking has been described as “modern day slavery.” The crime has emerged as one of the most important 21st century issues to be studied, researched, reduced, and eradicated via anti-trafficking efforts. This course will examine the legal, socio-cultural, historical, and political aspects of human trafficking. The course will focus on sex trafficking and labor trafficking in the US and internationally. The course will also cover lesser known trafficking topics such as organ trafficking child marriage, and child soldiers. The focus of the course will center around the identification, investigation, prosecution, and prevention of human trafficking matters. Our study will consider US federal and state laws impacting human trafficking, as well as international standards and United Nations involvement. The course will necessarily consider how technology and globalization have made this an international crisis that requires a collaborative and cooperative international response. Offered as needed.

CJS 380 - Special Topics (1 to 4)
This course is offered on an occasional basis as a means of providing Criminal Justice majors and faculty the opportunity to explore a particular area of study not normally covered in the major.

CJS 399 - Career Preparation Seminar (2)
This course is designed to raise students’ awareness of what is involved in seeking employment or gaining admission to graduate or law school after they have completed their undergraduate education. Fall, Spring.
CJS 424 - Serial Crime (3)
This course will examine serial predatory behavior including rape, arson, and murder. With a focus on the serial murderer, the student will learn the theoretical and practical foundation for understanding the motivation and dynamics of serial crimes. Lastly, the student will be expected to comprehend each and present the life of a serial criminal of their own choosing. Prerequisite: CJS 111 with a C- or better. Recommended CJS 340. Spring, even years.

CJS 429 - Advanced Criminal Behavior (3)
This course is designed to provide students with a detailed overview of the theories of crime and criminality. Topics include: the legal and social definitions of crime and criminality; the extent and nature of crime; and, most importantly, a detailed examination of major theories and theorists of crime, including the questions and answers they both raise and fail to raise. Students will read both original and secondary sources. Prerequisite: CJS 111 with a C- or better. Spring, even years.

CJS 440 - Cyber Law & Crim Investigation (4)
Have you ever considered how the internet has had a significant impact on cyber-crime? This course presents a detailed and comprehensive methodological approach to cyber investigation and digital forensic evidence analysis. This course will further develop the students’ capabilities to apply their knowledge and skills in a variety of different real-life cyber investigations designed to analyze cyber-crime, use social media to assist with investigations and evaluate digital forensic examination reports. Students will also be challenged to create digital forensic examination reports. The course will cover essential skills and knowledge of digital forensics, cyberlaw, cyber investigations and application in multiple cyber-crime settings. Spring.

CJS 481 - Mock Trial (0 - 2)
This course is for students interested in learning trial advocacy and presentation skills. Enrolled students will become members or will already be members of The College of Saint Rose Mock Trial Team. The course will focus on the practice of tactics, planning, strategy, public speaking, presentation, leadership, teamwork, ethics, and competition. Each weekly class will focus on a single aspect of mock trial preparations, such as case overviews, strategies, theories, opening statements, witnesses, experts, testimony, direct and cross examinations, and closing arguments. Enrollment in this course and team is highly recommended for students interested in graduate careers involving law/law school, law enforcement, forensics, psychology, expert witness testimony, advocacy, and overall public speaking skills. Attendance and participation in class will be mandatory and will include practice, videotaping and review using National Institute of Trial Advocacy (NITA) feedback techniques shown to significantly improve public speaking and presentation skills. Each class will require prior reading and a pre-class assignment involving one or two of the skills above (for example, summary, theory, opening, closing, testimony).

The course will provide a basic framework for participation in The Mock Trial Team and its competitions in the spring and fall semesters each year. The course will utilize a written fact pattern and short NITA textbook (approximate total of 200 pages for both). The level of participation and commitment by students will vary depending upon the student’s respective role (for example, attorney roles take more time). For students interested in continuing with the Mock Trial Team in the future, those students can repeat the course each semester for 1 credit throughout their college careers as the fact pattern changes each year. Students who are less interested in participating in the Mock Trial Team after completion of the course can end participation. As members of the Mock Trial Team, students should expect at least one out-of-class team practice each week. Fall, Spring.

CJS 490 - Independent Research I (3)
This is the first of a two part sequence. Students will develop a quantitative or qualitative research prospectus which, upon completion, will be submitted to their advisor for departmental approval. Upon approval of the prospectus, students will acquire permission to conduct their research from the appropriate oversight committee (IRB) and will accumulate the materials necessary for data collection. This course is open to all students meeting the prerequisites, but has been designed specifically for students seeking Research Honors Criminal Justice. Students must take Independent Research I and Independent Research II in consecutive semesters. Students must select a primary advisor who will oversee the project during both semesters and must earn a grade of B or higher in order to be eligible for Research Honors. Course prerequisites: CJS 230, CJS 231, SOC 288, SOC 351 (each with a B or better), Criminal Justice GPA of 3.5 or higher and Overall GPA of 3.2, and permission of a project advisor from the Criminal Justice Department. Fall, Spring, Summer.

CJS 491 - Independent Research II (3)
This is the second of a two part sequence. Students will collect and analyze their data, compose a publication quality manuscript, and do a public oral presentation and defense of their research project proposed in Independent Research I. Independent Research II is open to all students meeting the prerequisites, but has been designed specifically for students seeking Research Honors in Criminal Justice. Students must take Independent Research I and Independent Research II in consecutive semesters unless special permission is obtained. Course prerequisites: CJS 490, Criminal Justice GPA of 3.5 or higher, and Overall GPA of 3.2, and permission of a project advisor from the Criminal Justice Department. Fall, Spring, Summer.

CJS 493 - Cold Case (0 to 3)
Cold Case is an internship experience where students are trained in cold case investigation under the supervision of the Cold Case Director and in consultation with Cold Case Faculty Consultants. Students may work directly with local law enforcement and criminal justice agencies in order to understand the procedures employed when investigating different types of crimes. Ultimately the goal will be to discover new evidence or even potentially solve these cold cases. To be considered for Cold Case students must have completed at least 1 full-time semester at Saint Rose, have a 3.0 overall GPA, submit a Cold Case Application (available from the Chair of the Criminal Justice Department or Director of the Cold Case Analysis Center – CCAC) and a letter of recommendation, complete an interview with either the Director or the Administrative Director of the CCAC, and students must have successfully completed (C- or higher) or be co-register in one of the following courses: CJS 111, CJS 244, CJS 252, CJS 340, CJS 352, CJS 424, or CJS 440. Students accepted to participate in Cold Case will be required to be fingerprinted and to have a background check completed. Cold Case is a variable credit (0-3) pass/fail course which may be repeated for additional credit. Fall and Spring.

CJS 494 - Internship in CJS (1 to 12)
Students will gain practical experience in a career area within criminal justice by working in a public or private organization or agency. This course has as twin goals the practical exposure and
experience of the field combined with the application of acquired academic knowledge and analytical skills. Open to juniors and seniors who meet the following criteria: overall GPA of 2.5 or better and a GPA of 3.0 or better in courses required for the Criminal Justice major and/or minor. An Internship Proposal must be submitted and accepted prior to registration. Proposal forms are available from the professor supervising the internship.

**CJS 495 - Directed Research (1 to 6)**
Students must make specific arrangements for Directed Research with a full-time faculty member in the Criminal Justice, Behavior, & Law Department prior to registration.

**CJS 498 - Senior Seminar (3)**
Senior Seminar is a capstone writing intensive course. Students will complete one or more writing assignments challenging them to critically analyze and integrate knowledge they have acquired throughout the program in order to address important current issues in criminal justice, criminology, or law. Fulfills writing intensive requirement. Fall, Spring.

**CJS 499 - Independent Study (1 to 4)**
With permission by and under the direction of a faculty mentor, a topic is studied through extensive reading and periodic discussions with the mentor, culminating in a paper on the topic. Specific arrangements with the cooperating professor must be made prior to the beginning of the semester concerning the nature of the topic to be studied, as well as the readings and assignments to be required.

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**COM - Communications**

**COM 105 - Media and Culture (4)**
Students explore the cultural effects of media messages and practices. This involves analyzing media representations as well as the social and economic contexts in which they are produced. Not open to COM majors. (C8)

**COM 201 - Media and Culture (4)**
Students explore the cultural effects of media messages and practices. This involves analyzing media representations as well as the social and economic contexts in which they are produced. Open only to COM majors and minors. Fall. (C8)

**COM 205 - Introduction to Advertising (3)**
Students investigate advertising theories and practices. This course includes research, advertising planning, message creation and content analysis. Fall. (C8)

**COM 206 - Conflict Management (3)**
Students examine and analyze conflicts with a focus on how conflicts and negotiations are created, managed, and, if possible, resolved. They also further examine the role of gender, culture, emotions, metaphors, goals, power, and styles of conflict using pop-culture and real-world examples.

**COM 207 - Film Arts and History (4)**
Students learn film aesthetics by examining the key stylistic elements in films, including but not limited to narrative, mise-en-scene, cinematography, framing, editing, and sound. They also examine key film movements and moments in the history of world cinema, from its origins at the end of the nineteenth century to the present era. Fall. (C8)

**COM 208 - Media Ethics (3)**
Students examine conditions and situations wherein ethical challenges might emerge in the context of media practices, including social media, the internet, journalism, PR, advertising, and more. Students will become familiar with philosophical approaches and arguments related to media ethics, as well as how to evaluate and apply professional codes of ethics and guidelines in the face of ethical dilemmas. Prerequisite: COM 201. Spring.

**COM 209 - Social Media Management (3)**
Students learn social media's history, evolution, and significance while also gaining practical knowledge and skills regarding how to use social media for professional purposes. Students also use aggregators, identify pertinent data, and interpret platform analytics. Fall.

**COM 211 - Media Writing (3)**
Students learn and apply various media writing styles for specific audiences including script writing, press releases, Associated Press (AP) Style Manual, and more. Spring.

**COM 217 - Multimedia Production (4)**
Students learn and apply media production skills and theories. Students get hands on experience in digital photography, video and audio recording, editing, narrative, and cinematic storytelling while using some applications in the Adobe Creative Suite. COM Majors/Minors only or permission of instructor.

**COM 221 - Mobile Journalism (3)**
Students learn the fundamental components of journalism, including interviewing, writing news stories, finding good story ideas, and copyediting. Students also cover campus events with the goal of getting stories published in campus and off-campus news outlets while also learning how to use mobile tools to report and file stories in the field. Fall.

**COM 222 - Film Genre (4)**
Students learn a history of film genres, including but not limited to science fiction, horror, animation, and film noir, so that they can understand how film genres reflect and shape political-cultural-social conditions. Students examine the codes and conventions of the genre by analyzing stylistic elements and narrative structure. Students may take multiple genre courses but are not permitted to repeat the same genre. Spring. (C8)

**COM 227 - Intro to Public Relations (3)**
Students examine the fundamentals and history of public relations practice and the ways its strategies, tactics, and assessments adapt to evolving technology and business environments. Students also analyze case studies and conduct program planning and evaluation in creating and writing various PR materials. Prerequisite: Either COM 105, COM 201, COM 205, or BUS 253. Spring.

**COM 240 - Interpersonal Communication (3)**
Students analyze cultural content that highlights various course concepts, theories, and models, thereby raising awareness of privilege and oppression within cultures, self, and others. Fulfills diversity requirement.

**COM 241 - Gender and Communication (3)**
Students explore the field of communication, examine genders and gendered communication in and between members of the LGBTQAIP+ community and members of the cultures in which they engage, thereby increasing awareness of learn and distinguish key concepts related to gender and communication. They also
analyze personal, current, and media-related examples while also examining privilege and oppression. Fulfills diversity requirement.

**COM 242 - Communication and Culture (3)**
Students explore the field of intercultural communication, including dominant groups, co-cultural groups, and normative contexts, thereby increasing awareness of privilege and oppression, self, and others. Fulfills diversity requirement.

**COM 280 - Topics in Communications (1 to 4)**
Students are introduced to specialized media topics and/or production skills. Prerequisites vary. Consult advisor.

**COM 298 - Intro Communications Theory (4)**
Students learn core communications studies concepts and theories to make better sense of how we are engaged in diverse processes of media content production, consumption, distribution, and interpretation. This class aims to help students, who are future communication-media practitioners, deepen their understanding of media environments via theoretical lenses. Prerequisite: COM 201. Fall.

**COM 313 - Broadcast News & Copywriting (4)**
Students learn broadcast style, industry standards and techniques, and news writing through intensive practice that emphasizes field reporting and creating video packages. Some work in creating broadcast advertisements is also included. Prerequisite: COM 217 or COM 221. Spring.

**COM 315 - Media Criticism (4)**
Students learn key concepts and theories in visual communication, media studies, and critical-cultural studies. Students also critically evaluate media content and technologies to be more informed citizens and practitioners. Prerequisite: COM 201.

**COM 316 - Visual Narrative (4)**
Students explore the techniques of visual storytelling through analysis, critique, and development of storyboards, live action, and animated films. Students deepen their understanding of the meaning and structure underlying all stories and time-based media. Students then apply these storytelling techniques and theories to their own projects using department hardware and software. Prerequisite: COM 217 or permission of instructor.

**COM 317 - Documentary Hist & Prod (4)**
Students explore documentary cinema through a historical and stylistic lens. Students learn the tools and techniques used in some of the most culturally significant documentary films. The course culminates in a short documentary production that allows students to apply what they have learned. Prerequisite: COM 316.

**COM 318 - Audio Rec & Interviewing (4)**
Students develop skills for audio storytelling and learn how to use Adobe Audition to edit sound, fix problems with audio, and create soundscapes that engage listeners. Students practice interview skills in the field and in-studio, and work on creating radio news, commercials, and PSAs, with a final project which may include a sample podcast or a collaboratively produced radio drama. Prerequisite: COM 217 or COM 221. Fall.

**COM 319 - TV Studio Production (4)**
In this collaborative, team-building course, students learn and apply field and television studio skills and theories. Prerequisite: COM 316 and COM 317 or permission of instructor.

**COM 331 - Advanced Mobile Journalism (4)**
Students research and write more complex news stories, including investigative stories that involve data journalism and information visualization, opinion writing, and feature articles. Students will work with Adobe InDesign and learn principles of newspaper design. Fulfills writing-intensive requirement. Prerequisite: COM 221.

**COM 340 - Communications Law & Ethics (4)**
Students examine laws and regulations related to media, including the areas of free speech, censorship, defamation, and more. The ethical dimensions and theories/paradigms related to judicial decisions and cases are also addressed and analyzed. Prerequisite: COM 201. Fall.

**COM 373 - Int Mkgt Com Copywriting (4)**
Students plan, draft, design, and write PR and Advertising materials using an integrated marketing communications framework. Students use some applications in the Adobe Creative Suite and work with community clients. Prerequisites: COM 205, COM 227 and co- or prerequisite BUS 253. BUS students need permission from the instructor and must have completed prerequisites: BUS 253 and BUS 353. Fall.

**COM 374 - Int Mkgt Com Campaigns (4)**
Students research, plan, implement, and evaluate integrated marketing, public relations and advertising campaigns. Students gain hands-on experience by working with community clients. Prerequisites: COM 205, COM 227, and co- or prerequisite BUS 253. BUS students need permission from the instructor and must have completed prerequisites: BUS 253 and BUS 353. Spring.

**COM 380 - Topics in Communication (1 to 4)**
Advanced level media and/or production topics courses related to the communications discipline. May be used to fulfill some COM requirements. Prerequisites vary. Consult advisor.

**COM 398 - Research in Communications (4)**
Students learn and practice major methodologies in the study of communications. Students become knowledgeable readers of scholarly works as they develop skills to synthesize academic references into a coherent and logical narrative. Additionally, students complete an original academic research project that categorizes, interprets and analyzes evidence or data they gather and observe. Fulfills writing intensive requirement. Prerequisite: COM 298. Spring.

**COM 417 - Adv Media Production (4)**
In this capstone course, students apply and develop existing media production skills and theories into a portfolio approaching professional level. Students hone proper script-writing format and create media such as commercials, PSAs, promotional videos, character narrative short films and more. Students also work on professional portfolios or reels. Prerequisite: COM 319.

**COM 420 - TV Journalism Practicum (4)**
Students produce a weekly TV news magazine that emulates a professional TV news studio environment by honing their interviewing and production skills. The news magazine products then become part of their professional portfolio or reel. Prerequisites: COM 313 and COM 319 or permission of instructor. Spring.
COM 430 - Crisis Communications (4)
Students research, plan, implement, and evaluate integrated marketing, public relations, and advertising in crisis campaigns. Students gain hands-on experience by working with community clients and working on their professional portfolios. Prerequisites: Either COM 373 or COM 374 and either BUS 312 or BUS 353. Spring.

COM 470 - Newsroom Practicum (4)
Students focus on creating a convergent newsroom that combines print, online, TV and audio components into a comprehensive, collaborative news production. Students perform various editorial, management, design, and production roles much like a typical newsroom for a weekly paper. Students also work on their professional portfolios or reels. Prerequisite: COM 331. Fall.

COM 471 - Acct Mgmt in the Agency (4)
Students learn to manage agency-client relationships through the application of theory and production skills to plan, implement, and evaluate an integrated marketing, public relations, and advertising campaign for community clients. Students also work on their professional portfolios. Prerequisites: Either COM 373 or COM 374 and either BUS 312 or BUS 353. Permission of instructor required for BUS majors, Advertising minors, IMC minors, and Public Relations minors. Fall.

COM 480 - Top in Broadcast & Mobile Jrnl (4)
Students explore specialized journalism topics. Students develop advanced writing and critical thinking skills. Prerequisites: COM 331.

COM 481 - Topics in PR & Advertising (4)
Students engage current issues and trends in public relations and advertising, and develop advanced critical thinking, writing, and application skills. Prerequisites: COM 227 and either COM 205 or BUS 253; and either COM 314, COM 373, or COM 374.

COM 482 - Topics: Media Arts & Production (4)
Students explore specialized Film & New Media media arts and production topics. Students and develop advanced production, writing, critical thinking, and collaboration skills. Prerequisites vary. Consult advisor.

COM 483 - Digital Culture & Communications (4)
Students learn theoretical frameworks and discourses for critically evaluating various perspectives and issues associated with the current status of communication technologies. Key topics may include, but are not limited to, dataveillance, social media influencers, and algorithmic culture. Students work on their professional portfolios. Prerequisite: one 300-level COM course.

COM 484 - Design for Visual Comm (4)
Students learn successful practices of design and hone their critical eye for discerning visual messaging. The emphasis of this course is on conceptual development, project planning and research, and critical thinking. The course culminates in a comprehensive portfolio approaching professional level work. Prerequisite: Any COM 300-level course in a COM concentration or COM-related minor.

COM 490 - Sr Project-Br News & Mobile Jrn (1 to 4)
Students propose, create, and complete a final professional-level project with the oversight of a full-time faculty member in the concentration. The student's written proposal requires completion of the college's Independent Study form and signatures of the faculty supervisor for the project, the COM department chair, and the Dean. Prerequisites: COM 420 or COM 470 and permission of instructor.

COM 491 - Sr Project-Int Mktg Com (1 to 4)
Students propose, create, and complete a final professional-level project with the oversight of a full-time faculty member in the concentration. The student's written proposal requires completion of the college's Independent Study form and signatures of the faculty supervisor for the project, the COM department chair, and the Dean. Prerequisites: COM 471 and permission of instructor.

COM 492 - Sr Project-Media Arts & Prod (1 to 4)
Students propose, create, and complete a final professional-level project with the oversight of a full-time faculty member in the concentration. The student's written proposal requires completion of the college's Independent Study form and signatures of the faculty supervisor for the project, the COM department chair, and the Dean. Prerequisites: COM 417 and permission of instructor.

COM 494 - Internship (1 to 12)
Students participate in semester-long professional communications experiences. A qualifying application process begins during the preceding semester. Eligibility is contingent on, but not limited to, academic standing, number of credits, GPA, and availability of placement sites. Strongly advised for Communications majors. Prerequisite: 90 credits completed and permission of Internship Coordinator. Check “Communication Students Group” in Canvas for details and Consult Advisor.

COM 499 - Independent Study (1 to 6)
Students create and submit a proposal for a special project with approval from a faculty supervisor, the COM department chair, and the Dean. The proposal must be beyond the scope of, and must not duplicate, current curricular content. Students must complete an Independent Study form found on the web: https://www.strose.edu/academics/registrar/forms-applications-and-instructions/.

CSC - Computer Science

CSC 104 - Education Computing (3)
Pre-service teachers will learn to use software programs that will increase their future productivity as teachers. Students will learn how to create presentations and instructional materials using Microsoft PowerPoint. Students will learn how to simplify their recordkeeping tasks, perform data analysis, and create graphs using Microsoft Excel. Students will learn how to create classroom and/or instructional webpages and knowledge inquiry learning units, called web quests, via a webpage editor. Students will reinforce techniques learned in class via several projects. In addition to learning practical computer skills, students will learn about various issues concerning the effective use of computers in the classroom. Students will prepare oral presentations to share their research on topics such as digital divide, gender considerations, technology available to assist students with disabilities, quality web resources for homework help, cyber safety for children, and use of www resources in lesson planning and enrichment. Prerequisite: some word-processing skills. (C7)

CSC 111 - Intro Computer Science (3)
This course is offered to non-majors as an introductory course to computer science. Number systems, hardware, software, architecture and other topics will be explored. Students will learn
the fundamentals of programming using various platforms such as HTML, JavaScript, and other visual object-oriented tools. Other software may also be explored throughout the semester. Students will be expected to develop significant projects throughout the course. (C7)

**CSC 112 - Fundamentals of Comp Science (3)**

This course provides an alternative introduction to computer science. Students will learn the fundamentals of programming using various platforms such as HTML, JavaScript, and Java. Additional software and topics will be explored throughout the semester. Students will be expected to develop significant programming projects throughout the course. (C7)

**CSC 114 - Excel (3)**

This course is offered as an introductory course in Microsoft Excel. No previous experience with Microsoft Excel is required. Topics covered will include organizing data, performing calculations on data, analyzing data, working with graphics and charts, working with database data and macros, and more. Students will be expected to develop significant projects throughout the semester. (C7)

**CSC 115 - Fundamental Computer Security (3)**

This course provides an introduction to computer, network and internet security for non-computer science majors. This course is intended for those with little or no background in computers. We will learn the basics of computer hardware, software, operating systems, networks and internetworks. We will study several attacks and exploits and how to protect ourselves (and our businesses) against them. (C7)

**CSC 130 - Integrate Programming in Classroom (3)**

The goals of this course are to learn introductory programming skills and to learn how to integrate computer programming into K-6 classrooms. In recent years, excellent programming environments have been developed for K-6 classrooms. These environments include Scratch (a programming language developed at the MIT Media Lab for elementary school/children) and Alice (a programming language developed at Carnegie-Mellon for pre-teens). These environments allow elementary school students to design and implement creative projects using animations, game design, music and art, learning basic programming skills visually. Students can develop story boards and illustrate mathematical and scientific concepts using these tools. Strategies to expand the use of these programming environments in public schools will also be discussed. (C7)

**CSC 202 - Intro to Programming (4)**

Students will gain familiarity with the basic building blocks of all computer programs. Important concepts will include variables, data types, input and output, math operations, programming sequence, decisions, iteration, file input and output, and functional decomposition. Time allowing, an introduction to classes or arrays may also be covered. This course is a prerequisite for most upper-level CSC courses. Successful mastery of programming concepts and skills in this course is a key predictor of success in upper-level CSC courses; thus, a minimum grade of C+ is required for progress to courses with CSC 202 as a prerequisite. Students may not take this class more than twice without faculty approval. Prerequisite: A suitable score on the math placement exam is required to enroll or CSC 111 with a grade of B or higher or CSC 112 with a grade of B or higher. (C7)

**CSC 252 - Problem Solving w/JAVA (4)**

This course is the second in the three-course sequence in programming, following CSC 202, Introduction to Programming, and leading to CSC 302, Data Structures. Intermediate programming constructs are introduced. Focus topics include object-oriented design, event-driven programming, classes, methods, threads, arrays, graphical user interfaces, and elementary data structures. Problem solving and critical thinking skills are developed through a series of substantial laboratory and project experiences. Prerequisite: CSC 202 with a grade of C+ or better. Students may not take this class more than twice without faculty approval.

**CSC 295 - Discrete Mathematics (3)**

An introduction to logic through truth tables, informal and formal proof, mathematical induction; sets, sequences and functions; matrices; equivalence relations; Boolean algebra and Karnaugh maps. Prerequisite: MAT 180.

**CSC 302 - Data Structures (4)**

The descriptions, representation and manipulation of abstract data structures, including arrays, linked lists, stacks, queues, and trees. There is a strong emphasis on the use of classes for representing complex data types, using various class constructs such as overloaded operator functions and dynamic data. Advanced topics include template functions and classes, recursion, searching and sorting, and analysis of algorithms. Prerequisite: CSC 252 with a grade of C+ or better or permission of instructor. Co-requisite: CSC 295 or MAT 295.

**CSC 317 - Digital Forensics (3)**

This course will serve as an introduction to forensic investigations in the digital domain. The course will focus on the representation, encryption, storage and retrieval of digital information in modern day computing. Other topics include disk geometry, elementary computer architecture, TCP/IP protocols and the Internet, operating and file system architectures, and file system forensic analysis. The course will survey both traditional and contemporary computer crime, identity theft, fraud, and cyber-terrorism. Students will learn specific procedures for both internal and external investigations of personal computers, mobile devices and mobile media, consistent with standards in the field. Prerequisite: any course at CSC 111-level or above.

**CSC 318 - Applications for Cybersecurity (3)**

This course is designed to provide the necessary skills required to understand the key information security threats within an organization. These threats are becoming more sophisticated and therefore extremely hard to defend against without the proper protections in place. To effectively deter these threats an overall Cybersecurity process must encompass the development of security procedures and processes throughout the entire enterprise. This includes developing both defensive and offensive strategies. This course provides an in-depth look at techniques used to protect an enterprise against cybersecurity breaches. This includes understanding current frameworks including both the NIST Cybersecurity Framework and the Cyber Kill-Chain model. Prerequisite: CSC 202.

**CSC 321 - Database Mgmt Systems (4)**

An introduction to database management systems. Topics include the relational data model, database design and implementation, and queries. Special attention is focused on SQL and normalization. Students will develop a significant relational database application.
Other topics include functions of a database management system, database administration and data security issues. Prerequisite: CSC 202 with grade of C+ or higher, or permission of the instructor.

CSC 325 - Practical Cybersecurity (3)
This course will survey many of the practical aspects of cybersecurity in popular technological realms such as DevOps, Cloud Computing, and the Internet of Things. We will also look at the impact and implications of cybersecurity in the aforementioned areas on Institutions, User Privacy, Business, and Government. Prerequisite: CSC 202.

CSC 332 - Microcomp Arch & Prog (3)
An introduction to programming on the assembly level using both complex (80x86) and simple (MIPS) instruction sets. Topics include integer and floating-point data representation, binary arithmetic, memory models, machine language and addressing modes. Prerequisite: CSC 252.

CSC 338 - System Administration (3)
This course will provide an in-depth overview of the concepts and techniques of computer system administration. Topics will include system security, network management, user management, system services, configuration management, software management, and scripting. Prerequisite: CSC 202.

CSC 342 - Artificial Intelligence (3)
This course will cover many topics and techniques in artificial intelligence. Topics include search, constraint satisfaction, knowledge representation, planning, logical and Bayesian reasoning, learning and game playing. Techniques include pattern matching, data-driven programming, propositional logic, first-order logic, substitution rules, heuristic search, transition networks, artificial neural networks, Bayesian decision networks and evolutionary computation. Additionally, students will analyze the computational complexities for all algorithms discussed. Co-requisite: CSC 302 or permission of instructor.

CSC 344 - Computer Networks (3)
This course serves as an introduction to computer networks and data communications in the modern world. Both theoretical and applied technologies will be discussed. Emphasis will be placed on mastering the TCP/IP protocol suite. Additional topics include: a discussion of centralized, decentralized, and distributed systems; a comparison of asynchronous and synchronous communications networks; hardware and software components, the Internet and network security. Prerequisite: CSC 202.

CSC 345 - Operating Systems Fundamentals (3)
This course is designed to provide the necessary skills required to understand the key features of what computer operating systems provide. Important problems in operating system design and implementation are examined in detail. The course will focus on four major subsystems. These include process management (processes, threads, CPU scheduling, synchronization, and deadlock), memory management, file systems and support for distributed systems. Prerequisite: CSC 202 with a grade of C+ or better.

CSC 352 - Adv Python Programming (3)
This course is a sequel to CSC 202 Introduction to Programming course and it is intended for students who aim to enhance their experience in programming. Students will gain familiarity with file management and exceptions, lists and tuples, dictionaries and sets, extensive functionality of Python with strings and object-oriented programming in Python. Time allowing, there will be an introduction to recursion. Successful mastery of this course will give students an advantage in higher level courses that use Python as their programming language. This course will include a series of laboratory and project experiences. Prerequisite: CSC 252 with a grade of C+ or better.

CSC 355 - Internet Program 1 (3)
The focus of this course is on client-side programming using HTML and JavaScript, dynamic HTML, style sheets, design standard for webpages, server-side programming using PHP, and AJAX. A significant programming project will be assigned. Prerequisites: CSC 202 with grade of C+ or higher.

CSC 370 - Theory of Computation (3)
This course will provide an introduction to the theory of computation. The course will cover fundamental theories, such as finite state automata, regular languages, Turing machines, push-down automata and context-free grammars. Advanced topics will include decidability, reducibility, and the measurement and proof of time and space complexity. Prerequisites: MAT 180 or above.

CSC 375 - App Development (3)
The world is officially mobile, phones are in our everyday life. The mobile applications are giving an intuitive platform to users for browsing and purchasing easily unlike traditional websites. This makes mobile app presence inevitable for a business to grow. This course will teach you the skills to develop apps for Android and iOs systems. The course will introduce you to the basics of Swift programming for iOs. Students will also learn the basics of the Android platform, Android application components, UI design and networking support in Android. Prerequisite: CSC 252.

CSC 380 - Topics (3)
"The Threat Within" - A new operating reality is confronting public and private sector organizations and institutions of all shapes and sizes everywhere: the threat from within that is able to exploit and expose an organization's greatest competitive edge - the "secret sauce." Initially many experts thought of the insider threat challenge as a technical problem to solve. However, if there is anything that one of the largest and most damaging data breaches in U.S. Government history - "Edward Snowden" has taught us, it is that this challenge is simply not one dimensional. Insider threats can surface at the strategic, operational and tactical layers of an organization, and therefore, the solution needs to be comprehensive, logical, and balanced. In this course, students from a variety of disciplines will become "cyberinterns" and work in teams with faculty and industry experts as mentors using an online/cloud communication platform known as iQ4. The goal of the course is to enable students to analyze realistic case scenarios and identify the depth and breadth of the cybersecurity challenge from multiple perspectives. Students will focus on the interrelated dimensions of the threat (which may include but are not limited to technical, procedural, legal, behavioral, skills/proficiencies) and the spectrum of constituent cyber domains/functional areas in which to identify solutions.

CSC 381 - Programming UNIX with C (3)
This course is designed for individuals who understand programming constructs and concepts in another programming language. No prior Unix experience is necessary. Students will develop a proficiency with Unix and the C programming language that will be helpful for upper-level courses, particularly CSC 432, Operating Systems. Topics to be covered include basic C syntax
and program structure, separate compilation, functions, structures, pointers, and memory management. Unix tool including the Emacs editor, the Make utility, the GNU C compiler, and the GNU debugger will be used. Prerequisite: CSC 252.

CSC 382 - Programming in C++ (3)
This course is an introduction to C++ programming. The course is designed for individuals who understand programming constructs and concepts in another programming language, who wish to learn the C++ language. Prerequisite: CSC 252.

CSC 383 - Programming in Python (2)
This course is an introduction to Python programming. The course is designed for individuals who understand programming constructs and concepts in another programming language, who wish to learn the Python language. Prerequisite: CSC 202 with a grade of C+ or better.

CSC 385 - Competitive Programming (1)
This course allows students to hone their general programming skills while learning techniques to design and implement programs to solve a specific problem as quickly as possible. Programming in 'competitive' environments, such as programming contests, is a place where such skills are especially useful. However, the same skills are valuable in many situations across a wide variety of disciplines. Students in the course are expected to complete weekly programming tasks, culminating in a local programming contest where they will have a chance to compete for a spot on the school's regional programming contest team. Prerequisite: CSC 252.

CSC 395 - CSC-395 (3)

CSC 410 - Probability in Comp Science (3)
In this course we will cover various applications of probability to a wide range of topics from within computer science. Recently, randomness has found many surprising and practical uses throughout fields in computer science. Machine learning, cryptography, data mining, network science, and many other domains would not be where they are today if not for the application of probability. Probability has even been successfully applied to the study of such fundamental topics as algorithms and data structures. In this class we will begin with a review of basic probability concepts, such as random variables, independence, conditional probability, and expectation. Additional tools from probability will be introduced and motivated by practical, real-world problems in computer science. Special topics may be included as time permits. Prerequisite: CSC 302.

CSC 414 - Bioinformatics 1 (3)
Recent advances in fields such as molecular biology have brought about an enormous mass of data beyond which can be analyzed by traditional or manual methods. Fortunately, we have also seen profound advances in the area of computational power (i.e. processing speed and storage). In this course we will examine computational problems in molecular biology and methods for solving these problems. We will be using various software packages to perform DNA and protein sequence alignment, phylogenetic tree construction, DNA Fragment Assembly. We will explore database issues related to bioinformatics. We will also develop our own bioinformatics programs and explore the issues relating to the protein folding problem. This course is intended for upper-level undergraduate students in computer science, biology, and chemistry and graduate students in computer information systems. Prerequisite: CSC 202 with a grade of C+ or better.

CSC 415 - Bioinformatics 2 (3)
Bioinformatics 2 serves as the sequel to the Bioinformatics 1 course. We will study machine learning methods, algorithms and various computational approaches to problems in bioinformatics. We will survey several recent and classic publications in bioinformatics. Prerequisites: CSC 214/513 Bioinformatics 1 (or permission of the instructor).

CSC 416 - Bioinformatics Project (3)
Required senior project for all bioinformatics majors. prerequisite: CSC 414. Co-requisite: CSC415

CSC 431 - Algorithms (3)
This is a course on design and analysis of algorithms. Examples from all major algorithm design techniques are studied, including exhaustive search, divide-and-conquer, dynamic programming, greedy algorithms, and backtracking. The mathematical analysis of algorithm complexity is emphasized throughout the course. Advanced data structures are also introduced. Prerequisites: CSC 302 and MAT190.

CSC 432 - Operating Systems (3)
This course examines the concepts of modern and historical operating systems as a resource manager. Topics include multitasking, process management, CPU scheduling, process synchronization, deadlock, memory management, persistent storage management, and security. Significant programming projects using C in a Unix environment are required. Prerequisite: CSC 302, CSC 381.

CSC 433 - Programming Languages (3)
This course explores the fundamental constructs underlying programming languages and their use. Concepts are illustrated using a selection of representative languages. Topics include language design, scope rules, binding, parameter passing, as well as an exploration of interpreters and compilers. Required prerequisite: CSC 302.

CSC 434 - Software Engineering (3)
This course will expose students to both a theoretical and a practical foundation in software engineering. On the theoretical side, students will learn about the standards and methods of software engineering, including current and emerging software engineering practices and support tools. On the practical side, students will become familiar with the development of software products from an industry perspective, including generation of appropriate documents, under tight schedules and limited resources. Fulfills writing-intensive requirement. Prerequisite: CSC 302, CSC 321.

CSC 444 - Adv Networking (3)
This course will serve as a sequel to the computer networks course (CSC 344). Students will obtain experience working with a virtual network to install and configure network components. Topics will include network performance analysis and modeling, wireless networks, mobile IP, network security, the hardware/software network interface, TCP, dynamic routing and Queuing theory. Prerequisites: CSC344 and satisfactory
completion of at least one (1) math course (may be waived with instructor permission).

**CSC 455 - Internet Programming 2 (3)**
The class covers PHP, MySQL, the basics of AJAX, and the use of AJAX with XML, CSS, and dynamic HTML. We will look at existing AJAX libraries. There will be a weekly programming assignment. Prerequisite: CSC 202 with a grade of C+ or better.

**CSC 461 - Parallel & High Perf Computing (3)**
Performance increases in modern computers no longer come from faster clock speeds. The multi-core revolution has put parallel computing on everyone's desktop, meaning parallel programming techniques are needed to take full advantage of today's computers. Parallelism complicates everything from computer hardware design to operating systems and compilers to application programming, yet it is now pervasive. This course examines methods, techniques, and languages for parallel programming, libraries and extensions to sequential languages to support parallel programming, parallel computing environments, performance analysis, efficiency and complexity of parallel algorithms, and applications of parallel computation. Prerequisite: CSC 381.

**CSC 462 - Cybersecurity & Cryptography (3)**
This course will cover the theory and practice of cryptography and will also discuss cybersecurity issues in general. Cryptography is a crucial field in modern and future computer science which helps with responding to and preventing security breaches. Some of the key applications of cryptography are assuring authenticity, privacy, and accessibility of data. This course covers symmetric and public key cryptography, Zero knowledge protocols, and many other exciting topics. Prerequisite: CSC 302 or permission of instructor.

**CSC 465 - User Interface Design (3)**
This course will provide an in-depth analysis of user interface design from a software engineering perspective. Key areas will include learning about HCI or Human and Computer Interaction which involves the study, planning and design of the interaction between computers (or any other computer device) and users (humans). The course should provide you with a breadth of user interface design approaches in what is now becoming one of the most critical areas of software development project success. Prerequisite: CSC 302.

**CSC 467 - Social Networks (3)**
This class will study how computers can be used to expedite the analysis of social networks. Examples of the social networks we will study are friendship networks (e.g., Facebook, Instagram, Twitter, Snapchat, etc.), human contact networks, and the Internet. These networks are frequently studied with an eye toward identifying key people, predicting how ideas or disease will spread, or, in the case of the Internet, finding relevant information (e.g., Google web search). Naively applying computing techniques to study these networks, however, is often slow and expensive. Consequently, we will be focusing on how algorithms for studying social networks can be optimized for time and space efficiency.

**CSC 468 - Cloud Cmptg & Virtual Tech (3)**
This course will provide an in-depth overview of virtualization technologies which is the primary technology used in cloud computing. Virtualization allows multiple machine instances called Virtual Machines (VMs) to be run on a single server simultaneously. Each VM instance can be used to isolate contained applications from other VM instances providing a mechanism to partition servers into multiple logical machines. Key areas of study will include review of virtualization concepts, portability, VM migration, and hands-on VM creation and management. Various virtualization software will be used including one or more of the following: VMware, ESXi, VirtualBox, and Docker. Prerequisite: CSC 202.

**CSC 469 - Advanced Databases (3)**
This class will expand on knowledge of relational database management systems. The course topics include PostgreSQL basic syntax, variables, data types, cursors, creating and using stored procedures, triggers and debugging. The class will also cover implementation of relational database systems including a class project in which a database system is implemented by students. In addition, we will discuss the algorithmic reasoning that motivates database design decisions. Prerequisite: CSC 321.

**CSC 470 - Cyber-Intern: Insider Threat (3)**
Insider threats can surface at the strategic, operational and tactical layers of an organization, and therefore, the solution needs to be comprehensive, logical and balanced. In this course, students from a variety of disciplines will become "cyber-interns" and work in teams with faculty and industry experts as mentors using an online/cloud communication platform. The goal of the course is to enable students to analyze realistic case scenarios and identify the depth and breadth of the cybersecurity challenge from multiple perspectives. Students will focus on the interrelated dimensions of the threat (which may include but are not limited to technical, procedural, legal, behavioral skills/proficiencies) and the spectrum of the constituent cyber domains/functional areas in which to identify solutions. Fulfills writing intensive requirement.

**CSC 471 - Big Data Programming (3)**
The era of big data has brought new challenges for programmers to tackle. This course begins with a survey of techniques used by data scientists to handle the volume, speed, variety and uncertain nature of data to be processed in a big data environment. Then, using the language python, students will have the opportunity of building a project to summarize real data streams. No prior experience in programming in Python is required because Python will be covered during the course. Prerequisite: CSC 202.

**CSC 472 - Cyber-Intern:CyberThreatLandsc (3)**
This course will provide students with a virtual internship, guided by computer science faculty and mentors from the cybersecurity industry. Students will work individually and in teams to provide analysis and response plans for various cybersecurity threats. Within teams, students will complete their work through a role-based approach that aligns with improving skills typical of actual positions within the cybersecurity workforce. Mentors will provide weekly feedback on student projects. Topics will vary from semester to semester, including the Dark Web, Ethical Hacking, Internet of Things and Cyber-Terrorism.

**CSC 473 - Cyber Case Study: IoT Devices (3)**
This course provides an introduction to the widespread development and availability of smart, Internet-enabled devices, commonly referred to as Internet of Things (IoT). Automobiles, watches, refrigerators, thermostats, video surveillance systems, etc. now house powerful computational hardware with the ability for high-speed network communication. These fascinating devices, while changing the world as we know it, have introduced a new set of security concerns and vulnerabilities. This course will examine several case studies surrounding security incidents and/or concerns with IoT devices.
CSC 474 - Deep Learning with Python (3)
Deep Learning is a specific subfield of machine learning that focuses on learning successive layers of increasingly meaningful representations. These layered representations of deep learning are discovered by using structures called neural networks. Through this course, students will learn how to use deep learning tools such as TensorFlow and Keras in Python. Using these tools, students will work on projects that involve fundamentals of machine learning, binary classification, multiclass classification and scalar regression. The course will also provide you with the fundamentals of how to prepare the data for deep learning, how to tackle problems like overfitting and how to perform feature-engineering. This course is intended for students who have two semesters of programming experience prior to taking this course. Prerequisite: CSC 302.

CSC 476 - Text Mining with Python (3)
An introductory course to analyze and process text data. A lot of today’s communication is conducted through social media, like Twitter, Facebook, Instagram and WhatsApp, and the majority of this data is in textual form. Due to the unstructured nature of the data, it needs to be processed with Natural Language Processing or Text Mining methods. In this course, students will learn regular expressions and handling text with Python libraries such as Pandas and NLTK. Students will also perform text analysis tasks such as identifying features and classification with Naive Bayes, Support Vector Machines and Long-Short Term Memory Deep Learning Algorithms. This course requires prior knowledge in Python or permission of the instructor. Prerequisite: CSC 302 or CSC 352, with a grade of C+ or better.

CSC 494 - Internship (1 to 6)
A supervised internship at an organization in the private or public sector. This course provides students with the opportunity to apply their knowledge in the workplace. This course is graded on a pass/fail basis and is required for all IT majors. Prerequisite: permission of instructor / internship coordinator.

CSC 496 - Honors Thesis (0)
Students qualified for an honors research concentration in Computer Science are required to pair this course with a 3 credit independent study/research course (CSC 499). Please refer to the undergraduate catalog for more information regarding the necessary requirements for the honors concentration. Must meet the minimum requirements for honors research, permission of instructor, and CSC 499 (as co-requisite).

CSC 499 - Independent Study (1 to 4)

CSD - Communication Sciences and Disorders

CSD 100 - Survey of Comm Sci & Disorders (3)
This online hybrid course introduces students to the nature and types of speech, language, and hearing problems in children and adults through the use of recorded power point lectures, videos, mini assignments and open book quizzes. The wide-range of collaborative relationships among professionals who assist individuals with special needs is also explored. Fall, Spring.

CSD 105 - Community Involvement Exp (1)
This 1-credit course requires CSD students to engage in at least 8 hours of community involvement that can be obtained through one experience or by combining several experiences. These hours must include at least 4 hours of direct service to people in need; hours can also include indirect service, such as organizing an event, or working in a food pantry; advocacy work, such as letter-writing or working for a change in some policy. At the completion of the hours, students will create a written document that describes the experience or experiences and how this service has impacted them. Students will specifically be asked what they learned about themselves, what they learned about their community and how this preclinical experience will support their preparation for clinical work. Students will be required to make reference to at least two outside sources that address service to others (e.g., an article from the Journal of Community Involvement and Scholarship). Opportunities to serve: The department has a file of local service opportunities that would be accessible to students. In addition, students will be made aware of the many service opportunities that exist within the department and the School of Education. Fall.

CSD 109 - Phonetics (4)
This course provides a study of the scientific basis of human speech production and perception, the physics of sound, and acoustic characteristics of sound. The course includes phonemic and phonetic transcription practice of typical, dialectal, developmental, and disordered speech, with implications for assessment and intervention for English speakers and multilingual speakers. Fall.

CSD 204 - Anatomy & Physiol Spch/Swallow (4)
This course introduces students to normal anatomy and physiology of the speech, language, and swallowing mechanisms with emphasis on the function they serve in speech and swallowing. It includes an introduction to the role of the neurologic system, as it pertains to the discipline of communication sciences and disorders. Spring.

CSD 219 - Speech Sound Devolpm Disorders (4)
This course provides a study of the nature and description of speech production, typical speech sound development, and speech sound disorders. It includes theories of phonological development, assessment procedures, and evidence-based intervention practices and techniques. Special considerations in multicultural aspects of speech sound production are integrated throughout the course content. CSD majors only. Prerequisite: CSD 109. Spring.

CSD 225 - Hearing Disorders & Assessmnt (3)
This primarily diagnostic course covers the psycho-physics of hearing and techniques of hearing testing. Emphasis is on audiogram interpretation, case findings, and connections to speech and language. The implications of hearing impairment on language acquisition, academics and quality of life are explored. Practice with equipment is included. Spring.

CSD 235 - Lang & Literacy Dev/Disorders (3)
This course will address the continuum of typical and atypical language and literacy development of children birth to age five. Appropriate expectations for speech and language development, which include phonological, semantic, syntactic, morphemic, and pragmatic knowledge will be addressed. Developmental disorders that impact language and literacy will be presented. Augmentative and alternative communications (AAC) systems will be discussed. Stages of foundational literacy skills for young children including print concepts, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing will be discussed. Language and literacy development will be examined for monolingual and multilingual learners. Emphasis will focus on how early childhood and childhood professionals can create learning environments that foster language and literacy learning in accordance with state and
national guidelines and standards. Required for SED, IEC and ECE majors. Prerequisites: EPY 245 or EPY 244 and SED 146 or IEC 146. Fall, Spring. (1 spring section identified for IEC majors).

**CSD 240 - Language Development (3)**
This course provides a study of typical language development in all language modalities; namely, speaking, listening, reading, and writing. The role of language development and its implications for literacy are explored. In addition, individual differences and the relationship between language development and cultural diversity are explored. Also covered is language sample analysis which addresses aspects of morphological, syntactic, semantic, and pragmatic development. Fall.

**CSD 245 - Intro to Research Meth in CSD (3)**
This course is an introduction to research strategies and issues related to systematically collecting and using data. The course includes an overview of various types of research, research designs, as well as research ethics. The course provides students with direct practice in analyzing research articles. Spring.

**CSD 345 - Language Disorders in Children (3)**
This course explores the nature and etiology of language disorders and literacy in children ages 0 to 18 and assessment and intervention. Language acquisition implications, neurological and interactional causality, and the importance of interaction in the home are also explored, with emphasis on current literature and issues. CSD majors only. Prerequisite: CSD 240. Spring.

**CSD 346 - Cognition, Commun. & Behavior (3)**
This course offers students an integrated theoretical and clinical framework for serving individuals with complex disabilities in which cognitive, communication, and behavioral dimensions overlap and interact. A behavioral orientation to intervention is emphasized. This includes a context-sensitive approach to assessment and intervention for individuals with cognitive-communicative challenges. Prerequisite: CSD 345. Fall.

**CSD 360 - Clinical Methods (3)**
This course covers the theoretical bases for treatment of individuals with communication disorders and procedures for implementing change within a therapy session. Ethical behavior, professional responsibility, and knowledge of evidence-based practice are examined in relation to the practice of speech-language pathology. Principles and techniques are taught for writing treatment plans, Individual Education Plans, behavioral objectives, lesson plans, reports and collecting data. Course content includes such topics as curriculum-based treatment, consultation and collaboration, family intervention, group treatment and issues related to diverse populations. The development of writing skills is emphasized over the course of the semester. Undergraduate students register for this 3 credit course and the 1 credit lab. Prerequisites: CSD 219, CSD 345. Fall.

**CSD 360L - Supervised Observation Lab (1)**
This course will provide students with 25 supervised observation hours of diagnostic and therapy sessions with clients who have speech, language and/or hearing disorders. Undergraduate students register for this 1 credit lab, plus the 3 credit CSD 360 course. Graduate students completing pre-requisite observation hours register for this 1 credit lab only. Fall, Summer.

**CSD 370 - Sprvsd Clinical Practicum (1)**
This required field work experience offers opportunities for exposure to the clinical process with individuals having communication disorders through a) shadowing a speech-language pathologist and/or b) working directly with clients under the supervision of an SLP. Students are required to participate 9 to 10 hours per week. Application for placement is obtained at the Winkler Center the previous semester according to specified deadlines. Failure to accept or fulfill an obligation to an assigned clinic may be cause for dismissal from the program. Co-requisite: CSD 371. Prerequisite: CSD 360. Fall and Spring.

**CSD 371 - Clinical Practicum Seminar (1)**
This course (seminar) provides students with a forum to discuss clinical issues related to their clinical practicum experience. It provides opportunities for students to exchange ideas, problem solve clinical issues, and discuss clinical topics that support their clinical practicum experience. This is a weekly seminar. Co-requisite: CSD 370. Prerequisite: CSD 360. Fall and Spring.

**CSD 380 - Topics in CSD (1 to 4)**
This course provides students and faculty with opportunities to pursue special topics that are not part of the regular curriculum. May involve independent research/study under the guidance of a member of the department. Spring, Summer, Fall.

**CSD 385 - Voice & Resonance (2)**
This 2-credit undergraduate course is designed so students in communication science and disorders can learn about voice and resonance disorders in children and adults. The course includes information about the anatomic, physiologic, acoustic, perceptual, and developmental characteristic of normal and abnormal voice production. Attention will also be given to the assessment and treatment of voice disorders. CSD majors only. Prerequisites: CSD 204. Fall.

**CSD 386 - Foundations of Fluency (2)**
This undergraduate course is designed so students interested in communication sciences and disorders can learn about fluency disorders, and stuttering in particular. The course includes information about the basic terminology of communication and fluency disorders, with particular attention to symptomatology and clinical manifestation. It further focuses on foundational information about assessment and treatment. Winter, Summer.

**CSD 390 - Topics in CSD (1 to 4)**
This course provides students and faculty with opportunities to pursue special topics that are not part of the regular curriculum. May involve independent research/study under the guidance of a member of the department. Spring, Summer, Fall.

**CSD 430 - Aural Rehabilitation (3)**
This course covers the application of basic audiological principles to the areas of habilitation and rehabilitation with hearing impaired children and adults. Topics include impact and interventions involving speech/language, educational issues, use of technology and psychosocial effects. Prerequisite: CSD 225. Spring.

**CSD 490 - Undergraduate Capstone in CSD (2)**
The purpose of this course is to have students integrate learning from the foundation courses in the Communication Sciences and Disorders major to demonstrate competence for future academic preparation in the field of speech-language pathology. The course content focuses on formal and dynamic assessment, analyzing language sample results, professional writing, and professional ethics and requires that students connect these topics with their undergraduate practicum. To be taken in final semester. Prerequisite: CSD 360. Fall, Spring.
CSD 495 - Directed Research in CSD (1 to 3)
Provides students with opportunities to engage in directed research with a member of the department (either clinical or academic) in directed research on a topic of interest. Requires instructor approval and typically provides elective credits. Spring, Summer, Fall.

CSD 499 - Independent Study (1 to 3)
This course option is reserved for advanced study. Independent study is not provided to substitute for or repeat a course offered by the department. Requires instructor approval.

ECO - Economics

ECO 101 - Principles of Economics (3)
This is an introductory course to economic literacy. Students will be exposed to topics such as consumer behavior, economic production and cost analysis as well as the way in which firms determine their prices in a variety of market structures. We will also take a macro view of the economy to understand national income accounting, business cycles, the banking system and money creation. Stabilizing policies such as deficit spending and taxation will be discussed at length. There is also a global aspect in the course that examines the economic impact of international trade in an open economy. This course is offered to students at large whose majors are not in Accounting, Business, or Economics. Students in the Business School must take both ECO 205 and ECO 206 to satisfy their program requirement. (C8)

ECO 205 - Principles of Macroeconomics (3)
This introductory course engages students in the analysis of aggregate activity. Topics include the measurement and determination of national output, total spending, the level of employment and the forces contributing to their change over time. The course also addresses the role of money, the banking system, price level and the interest rate. Fiscal and monetary policy tools are discussed to see how discretionary policy may be used to bring the economy to a desired level. Classic and heterodox theories are used. (C8)

ECO 206 - Principles of Microeconomics (3)
This introductory course provides students with tools to make sound decisions through analysis of economic decision-making elements in private, public, and not-for-profit enterprises. The course develops the economic framework necessary to evaluate production opportunities, cost analysis and price determination in competitive and non-competitive markets. Classic, heterodox, and behavioral theories are introduced. (C8)

ECO 251 - Intermediate Macroeconomics (3)
Business cycles have plagued industrialized economies for more than a century. But the variations in the rates of unemployment, inflation, and national income may also be caused by exogenous factors such as the bursting of a real estate bubble, currency war, or the macroeconomic policies pursued by a country’s monetary and fiscal authorities. This course focuses on understanding macroeconomic phenomena and the understanding of macroeconomic theories of fine-tuning, and develops tools that help students to understand how exogenous shocks affect a country’s economic activity whether in the financial sector, the product market, or the derived demand for labor. We will also evaluate the policy effectiveness during downturns and draw relevance to major fluctuations experienced in our present time. Prerequisites: ECO 205, ECO 206, MAT 180

ECO 254 - Social Economics (3)
The course analyzes the principal foundations of the current American economic structure from a perspective that includes both the individual and social dimensions of economic problems. We investigate the philosophical foundations of economic analysis and the social implications of economic policy as it is applied. The goal of social economics is to explore the role the interrelationships between economics, human dignity, ethics, and philosophy have played in reshaping the American society. In this course, property, money, democracy, and the individual will be examined in an analytical, historical and institutional framework. Prerequisites: ECO 205 and ECO 206

ECO 256 - Contemp Economic Issues (3)
Topics of discussion in this course include the major features of our economy in their current form. We assess the social cost of unemployment, inflation, farm subsidies, currency and trade wars, deregulation of industry, the minimum-wage laws, among others, and highlight the policy debates in such areas as America’s workers, trade and exchange rate, national health care system as well as other topics of current interest within an economics framework. A course in either ECO 101, ECO 205, or ECO 206 is highly recommended. (C8)

ECO 280 - Business Statistics (4)
This course introduces students to practical business statistics. Standard statistical functions used in business include variable definition, sampling techniques and measurement, hypotheses testing, analysis and interpretation for business decision making. Analysis includes means and other descriptive measures, probability, correlations between variables, and linear regression analysis.

ECO 320 - Urban Economics (3)
This course studies urban special structure and he location of households and firms. The course addresses four broad areas of the economic theory of location: Why do cities exist and why do some grow more rapidly? What are the patterns of development within metropolitan areas and how do firms and households decide where to locate within the metropolitan areas? What are the urban problems (focusing on housing, crime, inner city poverty and economic development)? Finally, what are the relationships between local government policy and city, suburban, and state government? Prerequisite: ECO 101 or ECO 205 or ECO 206

ECO 330 - American Economic History (3)
The course examines the institutions that define and shape the economic choices we make as a society and the long process of historical revolution and change which resulted in their present structure. In short, we use economic theory and empirical methods to explain how complex regional and national infrastructures were created to govern markets in response to the economic changes that occurred at the time. The objective of the course is to provide students with an understanding of the laws of economies and the role they played in the development of American capitalism though time. Prerequisite: a course in either ECO 101, ECO 205, or ECO 206

ECO 352 - Economics of Management (3)
This course explores the modern-day theory of the firm. The course emphasizes the economics of decision-making including: consumer behavior, determinants of demand, production and cost, price and output determination in both competitive and non-competitive markets and income distribution in the factor market. Prerequisites: MAT 180, ECO 105, ECO 106. (L10)
**ECO 353 - Public Finance (3)**
This course explores the finance function of the government in terms of allocation, distribution, and stabilization aspects of government policy. Heavy emphasis will be put on the critical analysis of theories and principles of taxation, expenditures, intergovernmental fiscal relations, and institutions. A paper will be required at the end of the semester, which will address a single, narrowly defined tax policy issue in-depth. Prerequisites: ECO 251, ECO 352, and MAT 180

**ECO 355 - International Business (3)**
This course is designed to explore the environment of international business which includes an appreciation of international cultures and their effect on trade, change and international relationships. Topics include the concepts of interdependence and cross-flows among nations and peoples, issues faced by managers in a global environment, investment and financial flows among nations, strategic and functional aspects of global management.

**ECO 357 - Environ & Development (3)**
This course studies the relationship between environmental economics and development theory by quantifying the impact of a firm on its community and environment. Effects quantified range from the positive impact of jobs, salaries and voluntary service to the negative impact of pollution, congestion and resource draw-down. Analysis based on US and international issues. Several fields are integrated such as social auditing, environmental accounting, environmental economics, local and regional planning, ecology and environmental sciences, as well as ethical and legal issues. Prerequisite: ECO 205.

**ECO 365 - Money and Banking (3)**
This course focuses on the principles of money, financial markets, and central banking with a theoretical emphasis on monetarist and post-Keynesian explanation for money and its role in stabilizing the economy. We will critically examine the relationship between money market instruments and Federal Reserve policies within the context of monetary theory proposed by competing schools of economic thought. Prerequisite: ECO 205.

**ECO 378 - Intro to Econometrics (3)**
Built on the foundation of statistical theory, this methods course explores the theoretical development of linear regression models used in quantifying, measuring and analyzing empirical data in a variety of economic and business applications. The goal of the course is to provide a basic understanding of econometric methodologies for data analysis, business forecasting, and decision making. Prerequisites: ECO 352, MAT 180, and MAT 184 (or ECO 280 or BUS 280).

**ECO 380 - Topics: Economic Issues (3 to 4)**
Course topic varies by semester.

**ECO 386 - Sustainable Economic Development (3)**
This course engages students in the emerging topic of sustainability, from an applied economics framework. What is a sustainable economy: what do local, regional, national, or international economies need for longevity? Beyond recycling & Green Technologies, we explore sustainable wages, pricing, resourcing of inputs & product packaging, sustainable housing and transportation structures, sustainable levels of taxation & social services. Planned product obsolescence and continuous consumer marketing are discussed. Readings, discussions, short and term projects are used to explore specific Capital District area sustainability issues. Prerequisites: ECO 205, ECO 352, and MAT 184 or BUS 280.

**ECO 390 - Structure of American Industry (3)**
The theme of the course is competition in the US economy. The course will develop key ideas from industrial organization theories to understand the behavior of firms in the various structural environments of competition. Students will learn the principal methods economists and government regulatory agencies use in measuring market power. An important emphasis of the course is an empirical survey of the performance of some of our most active industries and the economic outcomes of competitive or imperfectly competitive markets in terms of efficiency and social welfare. Prerequisites: ECO 352.

**ECO 455 - Internatl Trade & Finance (4)**
This course examines the economic basis for trade and gains from trade among nations. Topics of comparative advantage, exchange rate systems, balance of payments, trade barriers, investment and development, international economics, finance and trade policies will be examined and discussed in detail. The course will also address the reasons for and results of obstructions to free trade. A final product will be in the form of a paper highlighting and critically examining the economic, financial, and trade policies among different nations. Prerequisites: ECO 251 or ECO 365, ECO 352.

**ECO 494 - Internship (3)**
A supervised internship in organizations in the private and public sectors, this course provides students with the opportunity to gain valuable field experience in data gathering, data analysis, and economic forecasting. Internship opportunity will be identified by the Economics faculty. Application and screening interviews must be complete, the course is supervised by the Internship Director of the School of Business. Prerequisite: BUS 293.

**ECO 499 - Independent Study (1 to 6)**

**EDU - Education**

**EDU 100 - Intro to ECE & Child Ed (0)**
Candidates in the Early Childhood and Childhood Education program will learn about the national and state standards for early childhood and childhood educators. Program requirements including the portfolio and field experiences will be introduced. In addition, candidates will have an opportunity to learn about the professional opportunities available to them while engaged in the study of their major. Course should be taken in the first semester on campus. Additional work outside of class is required. Fall.

**EDU 102 - Violence Prevention (0)**
This workshop provides teacher candidates with training in school violence prevention and intervention. Topics will include: the warning signs that relate to violence or signal precursors to violent behavior in children; the statutes, regulations and policies relating to a safe, nonviolent school climate; academic supports and management strategies that promote a nonviolent school climate; methods for integrating social skill development and problem-solving skills into ongoing curriculum and instruction; intervention techniques for addressing violent situations; and, referral processes for students with violent behaviors. Course must be completed prior to student teaching. Fee required. Fall, Spring, Summer
EDU 103 - Child Abuse Prevention (0)
This workshop is approved by, and designed to meet certification regulations of, the New York State Education Department (NYSED). This workshop includes objectives related to detecting and reporting child abuse; meeting professional and legal responsibilities related to child abuse; strategies for preventing child abduction. Course must be completed prior to student teaching. Fee required. Fall, Spring, Summer

EDU 106 - Univ Prec & Conf AIDS/HIV (0)
This workshop will examine the facts and myths about HIV/AIDS and other communicable diseases. Issues of AIDS education in New York schools will be addressed. Public health laws on confidentiality in New York will be presented, along with protection in the workplace. Information for teachers such as precautions, rights, rules, responsibilities, use of AIDS Kits, exposure to NYSED curriculum, and coping in the classroom will be included. Course must be completed prior to student teaching. Fee required. Fall, Spring, Summer

EDU 111 - Dignity for All Students (0)
This workshop fulfills the training requirement on harassment, bullying, and discrimination prevention and intervention under the NYS Dignity for All Students Act. This is a participatory workshop which includes activities to help students understand and address personal and hidden biases as well as related behaviors and the school setting. Topics include: introduction to the Dignity for All Students Act; reporting requirements for educators; understanding diversity, multi-cultural environments, and examining personal biases; developing sensitivity to the experiences of specific student populations; understanding how school climate and culture have an impact on student achievement and behavior; understanding intervention and prevention strategies including how to interact with families; understanding how school climate and culture have an impact on student achievement and behavior; understanding the indicators and early warning signs. Fee required. Must be taken prior to student teaching. Fall, Spring, Summer

EDU 200 - Lang Lrnrs in Multilingual Set (2)
This course will address language development for monolingual and multilingual children. The focus will be on designing learning environments that foster language learning for children of diverse backgrounds. Candidates will complete a 5 hour field experience with English Learners in a preschool setting.

EDU 231 - Infant, Toddler, Pre-Sch Educ (3)
This course will focus on the planning and implementation of developmentally appropriate learning environments and curriculum for very young children. State and national standards and legal guidelines will be addressed. Developing home, school and community relationships will be a focus. Students will develop plans for learning environments to support growth across the domains of social, emotional, cognitive, linguistic, physical and aesthetic growth and development. Theoretical models will provide the background for the integration of learning experiences for children with the full range of abilities and cultural backgrounds. Students will focus on the development of models of instruction that emphasize learning through play, inquiry, cooperation, and creative expression. Assessment and evaluation related to identifying individual needs and progress, curricular goals and objectives, and program effectiveness will be a focus. Students must demonstrate fingerprint clearance prior to beginning field experiences. Field requirement: 7.5 hours birth to age 3 integrated learning opportunities. Fall, Spring.

EDU 245 - Curric, Assess & Instruct 1-6 (4)
This course is designed for majors to develop knowledge and skills in the development of curriculum and instruction. Emphasis is placed on the New York Next Generation Learning Standards, the impact of these standards on instruction, and instructional design to meet the needs of culturally diverse populations and children with the full range of abilities found in today's schools. Students engage in the development of goals and instructional objectives, Individual Education Plans (IEPs), lesson plans and thematic units that incorporate all domains. The integration of technology as a teacher resource and as an instructional tool will be covered. Appropriate formal and informal assessment tools will be included within the context of unit and lesson plans. Research based instructional models, strategies, methods and procedures are introduced and linked to theoretical and factual knowledge of learning processes and human development. Assessment of learner progress, appropriate classroom accommodations, modifications for students with the full range of abilities and the development of collaborative teaching partnerships are also examined. A 15-hour supervised field experience in first and third grade is required. Students must obtain fingerprint clearance prior to beginning field experiences. Fall, Spring.

EDU 252 - Curr & Inst Primary (3)
This course will focus on methods for planning and implementing developmentally appropriate curricula for the primary school in accordance with state and national standards, informed by knowledge of child growth and development. Planning will extend from knowledge of educational programs for children birth to age four. Long-range and short-term models of planning will be a focus. Students will integrate all major content areas (language arts, science, math, social studies) and the humanities (art, literature, music, drama) in curricular and instructional planning. Models of instruction appropriate for students' individual needs, developmental levels, and interests will be studied, as well as collaborative models and IEP process. Modifications required for individual students will be addressed. Students will develop plans for appropriate learning environments designed to support the growth of the child in all domains. Service learning will be explored. Procedures for authentic, performance-based and formal, standardized assessment, as well as diagnostic, formative and summative evaluation related to areas addressed in the course, will be an additional focus. A 10-hour field experience is required.

EDU 300 - Foundations of Education (3)
This course considers the philosophical, historical and social factors that impact and shape American educational policies, practices and institutions. Educational aims, goals, curricula and instructional practices are examined in light of their philosophical, historical and sociological antecedents and their relationship to family, school and society. Fulfills writing-intensive requirement. Includes 5 field hours for B-6 majors. Fall, Spring

EDU 360 - Literacy & Lit Emerg/Beg Rdrs (4)
This course is designed to prepare candidates to evaluate and develop children's literacy in early childhood education classrooms in accordance with standards for the English Language Arts established by New York State and other professional organizations. Emphasis is placed on identifying approaches to literacy and the ways in which various approaches foster the development of young students' phonics, fluency, vocabulary, comprehension, and composition. Additional emphasis include strategies for early diagnosis and interventions, evaluating developmentally appropriate
EDU 380 - Literacy & Lit Trms/Intm Rdrs (4)
This course prepares teacher candidates to effectively instruct, assess, and remediate children’s literacy development in alignment with NY standards for literacy as well as standards of other professional organizations such as ILA and CEC. Candidates will develop a practical and theoretical understanding of teaching reading comprehension, writing, and academic language across the disciplines. Candidates will critique and use a variety of assessment methods, teaching strategies, and materials, including developmentally appropriate literature, in an effort to address the needs of diverse learners including English Language Learners and those with exceptionalities. Teacher candidates must have fingerprinting clearance from the New York State Education Department to complete the required field experience. Field requirement: 15 hours literacy instruction in 1st grade. Fall, Spring.

EDU 385 - Tchg Lang Arts/SS 1-6 (4)
This course presents opportunities to develop strategies for teaching and integrating the language arts and social studies with other curricular areas in grades 1-6, in accordance with national and New York State Next Generation Learning Standards. Instructional approaches addressed include direct and literature-based instruction, inquiry, and the project approach. Emphasis is on helping diverse learners to develop proficient communication skills (writing, reading, listening, and speaking) across the curriculum. Topics will include the writing process, critical thinking, problem solving, concept development, values, and moral development. The integration of technology as a teacher resource and as an instructional tool will be covered. Appropriate formal and informal assessment tools will be included within the context of unit and lesson plans. Curriculum modifications for learners with the full range of abilities will be considered and implemented in field experiences. A 15-hour supervised field experience in diverse settings will provide experience with home/school/community relationships. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: IEC 253 or EDU 245 or SEE 245 or SEC 365. Field requirement: 15 hours of small group mathematics instruction with children in certification range (ages 3-5 and 5th grade preferred).

EDU 386 - Tchg Sci/Math 1-6 (4)
This course models the principles of an integrated approach for teaching science and mathematics to students in grades 1-6. It will examine the theories and research-based practices that provide the basis for student-centered, constructivist, inquiry-based approaches to the planning, implementation, and evaluation of instruction. The course will address the standards posed by the New York State Next Generation Learning Standards, as well as national professional organizations concerned with math, science, and technology education (NCTM and NSTA). Examination of formal and informal assessment methods will be included. Technology will be used as a teacher resource and instructional tool. The connection between math and science and other curricular areas will be addressed, as well as skills for reading and writing in the content areas of mathematics and science. Curriculum modifications for learners with the full range of abilities will be considered and implemented in field experiences. A 15-hour supervised field experience in diverse settings will provide the context for understanding home/school/community relationships. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: IEC 253 or EDU 245 or SEE 245 or SEC 365. Prerequisite or co-requisite: All liberal arts math and science courses should be completed or in process.

EDU 387 - Adv Field Exp: Gr 1-6 (3 to 8)
A field experience, selected in cooperation with faculty in the department of Teacher Education, designed to meet the individual needs of the student. A syllabus for this experience must be devised with cooperation and approval of the faculty advisor and the course mentor prior to registration for the course. The student must also complete an application for this experience. Open to Saint Rose students only. Students must obtain fingerprint clearance prior to beginning field experiences. Offered occasionally by individual request.

EDU 390 - Teaching Math; PreK-Gr 6 (4)
This course explores the principles and practices of mathematics for students in prekindergarten through grade six. It will examine the curriculum, assessment, and instructional practices that provide the basis for student-centered, constructivist, technology enhanced, and inquiry-based approaches to mathematics. The course will address New York State and national learning standards in mathematics and be informed by an understanding of early childhood and childhood development. Formal and informal assessment methods will be included. Differentiation of instruction for learners with the full range of abilities including students with exceptionalities and English learners will be addressed. Students must demonstrate fingerprint clearance prior to beginning field experiences. Prerequisite: IEC 253 or EDU 245 or SEE 245 or SEC 365. Field requirement: 15 hours of small group mathematics instruction with children in certification range (ages 3-5 and 5th grade preferred).

EDU 391 - Teaching Sci & Tech Birth-Gr6 (3)
Candidates in this course will explore science and technology instruction aligned with NY and national Science and Technology standards as well as understandings of early childhood and childhood development. Emphasis will be on curriculum, assessment, and instructional practices that demonstrate the connections across the domains of physical science, life science, earth and space science, engineering design, and technology. Inquiry, technology, and scientific processes will be integrated into lessons for diverse learners including students who are English learners and students with exceptionalities. Performance, classroom based, and standardized assessments for science and technology instruction will be identified. Students must demonstrate fingerprint clearance prior to beginning field experiences. Prerequisite: IEC 253 or EDU 245 or SEE 245 or SEC 365. Field requirement: 15 hours of small group science/technology/STEM instruction with children in certification range (ages 3-5 and 5th grade preferred).

EDU 392 - Teaching ELA,SS,Arts; PreK-Gr6 (4)
Candidates learn curriculum development, assessment, instructional planning, and instructional strategies for teaching English Language Arts, Social Studies and the Fine Arts aligned to state and national standards. Emphasis is on differentiating instruction for diverse learners including English Language Learners and students with exceptionalities. Using technology to acquire information, communicate, and enhance learning in ELA, Social Studies and the Arts will be stressed. Appropriate formal and informal assessment
tools will be included within the context of instructional plans and lesson plans. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: IEC 253 or EDU 245 or SEE 245 or SEC 365. Preferred corequisite: EDU 380. Field requirement: 15 hours of instruction in first and third grade. Fall, Spring.

**EDU 440 - Middle Level Education (3)**
This course is intended for students who wish to extend an elementary or secondary teaching certification to the middle level. It focuses on theories and practices in the education of middle level students (grades 5-9). The historical and philosophical roots of various models of middle level education (i.e., middle schools, junior high, magnet schools) are addressed. Students will analyze middle school issues related to curriculum, instruction, management, grouping, assessment, diversity, the inclusion of special needs students at the middle level, technology, and staffing. Fall.

**EDU 480 - Residency in ECE & Child Ed (1)**
This practicum prepares candidates for the final student teaching semester. Candidates investigate the family, community, and school culture; develop an understanding of the classroom expectations, and develop plans for the full time student teaching experience. Planning meetings with the student teaching supervisor and cooperating teachers are conducted. With their advisors, candidates review materials for their professional portfolios. Field requirement: 15 hours of observation and instruction. Completed the semester before student teaching. Fall, Spring.

**EDU 490 - Stdnt Tchg Elem (1-3 & 4-6) (10)**
This culminating field course is a one-semester, full-time experience that includes placements at two grade levels: 1-3 and 4-6. Prior to student teaching, students complete an 18-hour field experience in each of their placements that involves a thorough analysis of home, school and community composition and dynamics, which is done under the supervision of the College of Saint Rose student teaching supervisor. The candidate will develop and implement an instructional plan under the guidance of cooperating teachers and College of St. Rose personnel. Application must be made by February 1 for the Fall semester; by October 1 of the preceding Fall semester for a Spring student teaching placement. Prerequisites: good standing in the School of Education; required GPAs (2.75 in education; 2.25 in academic concentration; 2.25 overall); grade of C+ or better in every education course; completion of education sequence, violence prevention, substance abuse, and HIV/AIDS workshop requirements. Students must obtain fingerprint clearance prior to beginning field experiences. Co-requisites: EDU 493 and EDU 494. Open only to majors at Saint Rose. Fall, Spring.

**EDU 491 - Student Teaching ECE/Ch Ed (9)**
This culminating field course is a one-semester, full-time experience that includes placements at two grade levels: PreK-grade 2 and grades 3-6. The candidate will develop and implement an instructional plan under the guidance of cooperating teachers and College of St. Rose personnel. Application must be made prior to the student teaching semester. Prerequisites: good standing in the School of Education; required GPAs (2.75 in education; 2.25 in academic concentration; 2.25 overall); grade of C+ or better in every education course; completion of education sequence, violence prevention, substance abuse, Dignity for All, and child abuse workshop requirements. Students must obtain fingerprint clearance prior to beginning field experiences. Co-requisites: EDU 493 and EDU 494. Open only to majors at Saint Rose. Fall, Spring.

**EDU 493 - Portfolio in Elem Educ & ECE (1)**
This is a required course for all Early Childhood Education and Childhood Education students enrolled in student teaching. Students prepare a professional portfolio, guided by the instructor, and showcase their portfolios in a final session. Teams of faculty members will evaluate materials presented by students such as exemplary lessons, instructional plans, teacher-made materials, and children’s works (used with permission). Co-requisites: EDU 491; EDU 494. Open only to majors at Saint Rose. Fall, Spring.

**EDU 494 - Stdnt Tchg Sem:Child Edu & ECE (2)**
This course is required of all Early Childhood and Childhood Education student teacher candidates during the student teaching semester. The course will provide support for candidates throughout the weeks of student teaching. It will provide the opportunity for group discussion about student teaching issues, and the analysis of instructional experiences. Guidance in the completion of all assignments related to student teaching and direction for the application for teacher certification will also be provided through the weekly seminar. In each placement, candidates will plan and teach a sequence of 3-5 lessons and use pre and post assessment data to analyze the impact of their instruction. Instructional materials created and implemented during student teaching will be used in the development of the EdTPA, a certification requirement, which must be submitted to New York State for evaluation. Prerequisites: All courses in the major. Co-requisites: EDU 491; EDU 493. Open only to majors at Saint Rose. Fall, Spring.

**EDU 499 - Independent Study (1 to 12)**
Application for independent study required.

**ENG - English**

**ENG 102 - Composition for Eng Lang Learn (3)**
This course is designed as an introduction to writing in English for International Students and English language learners. It is a preparatory course for ENG 105—assisting students with composition, rhetorical, and grammatical skills that they will need to successfully complete that course. Students will develop basic English literacy and communication skills, written and conversational. Like ENG 105, the course will focus on the writing process, with special emphasis on the expectations of academic writing, sentence and paragraph structure, vocabulary, and English grammar. A grade of C or better is needed to progress to ENG 105.

**ENG 103 - Oral Communication (3)**
Development of college oral communication skills, including theory and practice in informative and persuasive speaking, as well as group presentations. Substantial research required. A transfer course meeting these requirements will be transferred in to fulfill the oral communication component of ENG 105.

**ENG 104 - Expository Writing (3)**
Development of college writing and research skills. Emphasis on both informative and persuasive writing. Substantial research paper required. A transfer course equivalent to these requirements will be transferred in as the writing/research component of ENG 105.
ENG 105 - Expos Wrng, Spkng, Rsch Tech (4)
An introduction to college-level writing and research. Emphasis on the writing process as well as on informative and persuasive writing and speaking across a range of situations, audiences, and forms. Instruction in substantial research paper. Students must receive a grade of C or better to satisfy this Core requirement. (C1)

ENG 106 - Texts & Contexts (4)
Topics course that introduces students to the interpretation and appreciation of a wide range of texts. Students acquire knowledge of genre and historical contexts as well as skills necessary to read texts closely, think critically, conduct research, and communicate orally and in writing. This course may be taken more than once, provided it addresses a different topic when taken again. (C2)

ENG 112 - Intro to Literary Studies (4)
Introduction to a number of the central concepts and concerns of literary study, with specific attention to genre conventions and interpretive methodologies. Students work across historical eras and cultural traditions to develop the reading, writing, research, and oral communication skills necessary for further literary study. Course intended for English, English: Adolescence Education majors, and English: ASPIRE; should be taken as early as possible. Students may not take both ENG 112 and ENG 114. Fall.

ENG 114 - Intro Lit Genres/Traditions (4)
Introduction to the conventions of literary study for English Language Arts concentrators. Focus on the relevant literary history and technical conventions of literary genres. Exploration of methodologies of literary criticism/theory. Practice in reading, research, writing, and oral communication skills as needed for future literary study. Course is intended for students in the English Language Arts concentration; should be taken as early as possible. Students may not take both ENG 112 and ENG 114. Fall, Spring.

ENG 115 - Intro to Digital Media (4)
This course is designed to provide students with the tools necessary to analyze and evaluate a variety of media, and to participate in their circulation. Course materials highlight a variety of intersecting theoretical approaches (e.g., aesthetics, media history, economic impact, cultural critique, national identity, reception/audience studies) and an array of platforms (e.g., narrative film, avant-garde cinema, blogs, podcasts, digital video, and other emerging technologies). Emphasis on developing critical media literacies through analysis, research, and writing/composing. (C2).

ENG 116 - Professional Writing (4)
This course will help students think about writing as a profession as well as an art, to learn how to seek out markets and to develop an adaptive flexibility in their writing styles, while building an online portfolio of work to showcase those skills. (C2)

ENG 126 - Diverse Voices in Literature (4)
This course addresses issues of race, class, gender, ethnicity, sexuality, and/or disability, etc. in literature and/or film. Attention will be given to historical, socio-cultural, and political factors. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills diversity requirement. (C2)

ENG 134 - Medieval Literature (4)
Study of literary and historical texts written during the Middle Ages (roughly 500-1500 CE). Texts are in Modern English translations. Students explore the early contexts and ongoing influence of these tales in written and oral/multimedia presentations. (C2)

ENG 201 - Language and Linguistics (4)
Introduction to recent developments in language study and to the principles of linguistics. Course examines the structure of the English language including phonology, morphology, semantics, and pragmatics, as well as traditional descriptive, prescriptive, and generative- transformational grammars. Students will engage in guided research, writing, and oral presentations focused on language use in its everyday form and related social variables.

ENG 206 - Creative Writing (4)
An introductory course in creative writing with practice in and critique of fiction, creative nonfiction, drama, and poetry, as well as readings and discussions of each genre. In addition to original creative pieces, students will critically examine creative and critical texts. Recommended for students with any level of creative writing experience. Prerequisite: ENG 105 or equivalent. (C2)

ENG 216 - Black Literatures (4)
This course examines Black literary texts and contexts, ranging from the eighteenth century to the present day. Areas of focus may include literary movements, print culture, genre fiction, and activism. This course may be taken more than once provided it addresses a different topic when taken again. Fulfills diversity requirement. (C2)

ENG 217 - Crime Fiction (4)
A study of crime, mystery, and/or detective fiction as a genre; the course includes readings of short stories, novels, and critical work about writing and reading crime fiction. There may be consideration of the history of the genre, its cultural evolution, media adaptations, and its current place in the literary canon. (C2)

ENG 218 - Oral Interpret of Literature (4)
Development in theory and practice of the skills of reading aloud to present informed sharing of literary selections, increase understanding of literary works, and provide enjoyment to reader and audience. Presentations include prose, poetry, and drama.

ENG 219 - Poetry in Performance (4)
Poetry began as a spoken, often competitive art form, and the idea of poets performing in the public square has never completely gone away. In this class, students will consider and revisit the traditions and techniques used in performed poetry, from African griots and sound poetry to slam and hip hop, as well as storytelling and group pieces. Students perform and record cover versions of contemporary poems, compose new work with performance in mind, and build up a recorded and live performance repertoire. The class will culminate in several public readings. Prerequisite: ENG 105 or equivalent.

ENG 221 - 20th-C. US Literature (4)
This course explores any of a number of twentieth-century US literary movements such as realism, regionalism, modernism, postmodernism, or issues such as immigration, gender, race, and the environment. This course may be taken more than once, provided it addresses a different topic when taken again. (C2)

ENG 223 - Sympathy & Early Amer Novel (4)
During the long nineteenth century, social reformers in the United States made use of new media to disseminate visual and textual representations of suffering to combat various evils—such as slavery, child labor, and poverty. At the same time, entirely new words entered the English language — “sentimentality” in 1776, “sentimentalism” in 1818 — to describe a new kind of ethics and social imaginary that glorified the family and preached the
redemptive power of sympathy. This course considers the role of sentimental narrative in nineteenth-century social struggle and its legacy today. In studying writings by the likes of Stowe, Harriet Wilson, Pauline Hopkins, Hawthorne, and Melville, as well as one or two more recent texts, we'll come to understand the conventions of sentimental literature; consider the strengths and limitations of a politics of sympathy that seeks to transform society by means of the private emotional experiences of individuals; question the relationship of literature (and its study) to social agitation; and explore the role of nineteenth-century sentimentality in enshrining beliefs about emotional life, motherhood, childhood, identity, and political struggle that continue to be influential today. Fulfills the Early Literature requirement. (C2)

**ENG 226 - Women & Wrtg (Early Periods) (4)**
Study of female-authored literary texts written prior to 1800. Some attention will be paid to culturally constructed roles for women during the time periods. Students will explore the early contexts and ongoing influence of women's writing in both written and oral/multimedia presentations. Fulfills diversity requirement. (C2)

**ENG 227 - Women & Wrtg (Later Periods) (4)**
Examines a range of artistic works produced by women after 1800. Readings may include various genres such as the novel, drama, poetry, nonfiction prose, memoir, film, and/or music. Course focuses on how women's experiences and their artistic responses are shaped by conditions such as ethnicity, geography, politics, class, sexual orientation, work, education, and physical ability. Fulfills diversity requirement. (C2)

**ENG 228 - Contemporary Fiction (4)**
This course examines short stories and novels written after 1980. Texts may be organized around a particular theme, style, and/or region. In addition to the primary concerns stated in assigned texts, course also pays attention to race, class, ethnicity, gender, sexual orientation, and/or geographic location as categories of analysis. Fulfills diversity requirement. (C2)

**ENG 229 - Contemporary Poetry (4)**
Introduction to poetry from World War II until today, with some attention to poetic terminology. Authors covered may include Bishop, Hayden, Rukeyser, Stafford, Berryman, Brooks, Ginsberg, Plath, Sexton, O'Hara, Glück, Simic, Clifton, Komunyakaa, Harjo, and Lec. (C2)

**ENG 230 - Early British Literature (4)**
Selections of literary works from the early medieval period through the seventeenth century with attention to the changing social and cultural history of Britain. (C2)

**ENG 231 - Post-1800 British Liter (4)**
Course examines texts from post-1800 Britain through a focus on a particular theme, literary movement, or social issue. The course pays attention to the aesthetic, historical, critical, social, and economic contexts for the publication of texts. This course may be taken more than once, provided it addresses a different topic when taken again. (C2)

**ENG 235 - Latinx Literature (4)**
This course provides an introduction to Latinx literature and culture, with an emphasis on similarities and differences between and among different Latinx groups in the United States -- including the histories of colonialism, neo-colonialism, and migration that helped to shape them. Our study of literature, essays, and film will include exploration of issues of race, gender, social class, sexuality, and/or bilingualism. Text may include works by Gloria Anzaldúa, Junot Díaz, Cristina García, Ernesto Quinones, and Oscar Zeta Acosta. Fulfills the diversity requirement. (C2)

**ENG 236 - Postcolonial Literatures (4)**
An exploration of themes and narrative traditions in literature and/or film of colonized countries. Course might focus on a particular theme or on postcolonial literatures of a particular geographic area such as India, the Caribbean, Ireland, West Africa, or South Africa. Fulfills diversity requirement. (C2)

**ENG 237 - Asian American Literature (4)**
This course introduces and examines the wide range of experiences that comprise Asian American literature. Course topic may address a specific theme, time period, and/or genre. Readings may include authors from various cultural and ethnic backgrounds (including but not restricted to Chinese, Japanese, South Asian, Korean, and Filipino) to show the diversity of artistic reactions to community, citizenship, family, gender, and/or class. Fulfills diversity requirement. (C2)

**ENG 238 - Native American Literature (4)**
Selected readings from twentieth-century Native American writers such as McNickle, Momaday, Silko, Welch, Hogan, Harjo, Erdrich, and Alexie. Contemporary texts will be contextualized by discussion of oral traditions and other relevant cultural and historical events. Fulfills diversity requirement. (C2)

**ENG 240 - Children and Literature (4)**
This course examines the role of children and childhood in literature and/or children's literature. It may study literature within or across national boundaries and/or historical periods or it may focus on a specific time period and/or region. The course pays particular attention to debates about the education of young people and changing conceptions of childhood, particularly in relation to race, ethnicity, gender, class, and sexuality. The course will contextualize the literature with historical and theoretical texts, contemporary sociological and psychological materials, and other media, particularly newspapers and magazines. (C2)

**ENG 244 - Early World Literature (4)**
Introduction to some of the earliest written literature in the world, up to the medieval era. Works covered may include selections from the Old and New Testaments, Gilgamesh, The Odyssey, Oedipus the King, Lysistrata, The Bhagavad Gita, and The Tao Te Ching, as well as poetry by Sappho, Catullus, Ovid, Tu Fu, Li Bai, Rumi, Kabir, and Mirabai. (C2)

**ENG 245 - Literary Movements (4)**
Examines a school of writers whose work can be linked to a significant cultural trend or societal events, usual within a designated time frame and geographical region. Course may explore a single group (the Beats, the Bloomsbury group, Language Poets) or the predilections of a number of them (e.g., colonies and communes in American writing, avant-gardes). (C2)

**ENG 246 - Imaginative Wrtg:Pract/Pedag (2)**
This course uses workshop methods to introduce students to the writing of poetry, playscripts and short fiction, as well as to effective methods for teaching creative writing. Students read literary texts in the genres and compose their own imaginative works. Workshops promote discussion and critique of student work. Prerequisite: ENG 105 or equivalent.
ENG 247 - Nonfic Wrtg Wrkshp:Pract/Pedag (2)
This course uses workshop methods to introduce students to the writing of literary prose, including lyric essays, personal essays, experimental essays, and first-person narratives. The course will also address methods for the teaching of prose writing. Students read literary prose and compose their own prose works. Workshops promote discussion and critique of student work. Prerequisite: ENG 105 or equivalent.

ENG 248 - Queer Literary Studies (4)
This course examines literary works that reflect a range of LGBTQIA+ themes and experiences from the late nineteenth century to the present day. Primary texts may include drama, fiction, poetry, film, memoir, and essays. Course will focus on LGBTQIA+ writing in the context of literary study and the politics of identity. Fulfills diversity requirement. (C2)

ENG 251 - Nonfiction Writing (4)
This course will cover the fiction in one or more nonfiction forms, with attention to strategies for revision and editing. Particular semesters may focus on specific types of writing, such as memoir, personal essay, flash nonfiction, journal writing, travel pieces, interviews, and oral histories. In addition to original creative pieces, students will critically examine creative and critical texts. This course may be taken more than once, provided it addresses a different topic when taken again. Some research may be required. (C2)

ENG 252 - Writing for Digital Media (4)
This course will explore effective writing for a variety of digital media venues. Students will analyze the rhetoric of writing for digital media and the ways professionals (profit and non-profit) use these platforms to interact with specific audiences. Students will examine the history of digital and social media while they gain experience writing and producing audio and video for blogs, websites and various social networking sites. They will compile a substantial final portfolio of revised work that demonstrates their nimbleness to reach different audiences. (C2)

ENG 253 - Intro to Digital Publishing (4)
This course will introduce the processes of digital publishing with an emphasis on practical skill building. Students will survey the history of the book as a technology for information, examine the typical requirements for copy editing at a professional level, then work through the basic steps of producing a simple ebook including attention to design and layout. Prerequisite: ENG 105 or equivalent. (C2)

ENG 254 - Online Lit Jrl Edit & Pub (4)
In this course, students gain publishing and editing experience by joining the editorial staff of the college's online literary magazine, Pine Hills Review. As a class, we will produce a special feature, determine a theme, put out a call for work, and read and deliberate over submissions in editorial meetings. Students will also learn the history and foundations of small presses and literary journals, particularly online publications. Prerequisite: ENG 105 or equivalent. (C2)

ENG 255 - Writing Digital Media Criticism (4)
This course will prepare students to evaluate and review digital media including film, television, gaming, comics, social media projects, multi-channel products, and more as they develop. The core will remain the same: understanding the standards of quality for the media platform as well as its history; mastering the rhetoric and critical insight appropriate for the target audiences; developing a firm grounding in the technical vocabulary of the genre as well as sophisticated cultural analysis. Students will be able to pivot from a capsule review to an in-depth analysis of the implicit cultural coding embedded in a product, as well as learn to present their critiques in a variety of formats (video, audio, etc). Prerequisite: ENG 105. Offered occasionally (C2).

ENG 260 - Earlier Shakespeare (4)
An introduction to works assigned to William Shakespeare written between 1590 and 1600, with attention to genre, structure, language, and some of the contexts of their creation and performance. These contexts include the dramatic practices of Shakespeare's day and concepts including gender, race, and class relations. We will use the work of literary scholars to deepen our understanding of the works and study film versions of one or more of the plays. (C2)

ENG 261 - Later Shakespeare (4)
An introduction to works assigned to William Shakespeare written between 1600 and 1613, with attention to genre, structure, language, and some of the contexts of their creation and performance. These contexts include the dramatic practices of Shakespeare's day and concepts including gender, race, and class relations. We will use the work of literary scholars to deepen our understanding of the works and study film versions of one or more of the plays. (C2)

ENG 271 - Crime&Punish in Poe's America (4)
In the 1840s—when he wrote such famous works as “The Murders in the Rue Morgue,” “The Tell-Tale Heart,” and “The Black Cat”—Edgar Allan Poe was living just a short walk from a state-of-the-art Philadelphia prison. Founded on humanitarian ideals of reform rather than punishment, the Eastern State Penitentiary emphasized work, routine, prayer, and solitude instead of bodily correction. Some praised the ESP as a prison for a more enlightened and benevolent age; but English novelist Charles Dickens, on visiting the prison in 1842, witnessed a “ghastly…tampering with the mysteries of the brain…worse than any torture of the body.” Critics tend to see Poe as the “odd man out” of the American literary tradition, sharing few of the defining concerns of contemporaries like Emerson, Whitman, Stowe, and Hawthorne. Indeed, many see him as a man before his time, offering in his work insights into the human mind that anticipate twentieth-century psychoanalysis. But in this course, we’ll make Poe speak to our world by making better sense of him in his world. We’ll come to see Poe as a writer active in the cultural debates—such as those over prison reform—that shaped modern America. We’ll see Poe’s poems, essays, and tales as castling light on the mysteries and horrors of his America—and our own. (C2)

ENG 272 - Literature Topics/Tchrs (2)
Focus on a literary topic with exploration of pedagogical possibilities. Intended for education majors. This course may be taken more than once, provided it addresses a different topic when taken again.

ENG 273 - Language Topics/Tchrs (2)
Course will cover the components of traditional descriptive grammar and also essential aspects of prescriptive grammar as required for the production of Standard American English (SAE) discourses. Designed for education majors.

ENG 274 - Performance Topics (2)
Practice in specific aspects of performance and professional presentation in relation to pedagogical and other professional
ENG 275 - Comp & Rhetoric/Tchers (2)
Introduction to the history, theory, and practice of teaching writing. Intended for education majors.

ENG 276 - Film/Media Topics/Tchers (2)
Intensive focus on media literacies in relation to the pedagogical possibilities of film, video, podcasts, digital networks and other contemporary media. Intended for education majors. This course may be taken more than once, provided it addresses a different topic when taken again.

ENG 279 - Film: Theory & Practice (4)
In-depth exploration of film and filmmaking through a variety of theoretical lenses with significant attention to the vocabulary of film criticism, technical production, and distribution. This course may be taken more than once, provided it addresses a different topic when taken again. (C2)

ENG 292 - Literature Short Crse/Tchers (1)
Course focuses on specific moments in literary history, questions in literary production, or background information for specific literary texts. Designed for education majors. This course may be taken more than once, provided it addresses a different topic when taken again. Pass/fail.

ENG 295 - Writing Short Crse/Tchers (1)
A workshop course focused on the fundamentals of the writing process including brainstorming, drafting, revising, and editing. Designed for education majors. This course may be taken more than once, provided it addresses a different topic when taken again. Pass/fail.

ENG 296 - Film/Media Short Course (1)
Course focuses on media literacies as they relate to film, video, podcasts, digital networks and other contemporary media. Designed for education majors. This course may be taken more than once, provided it addresses a different topic when taken again. Pass/fail.

ENG 311 - Wrtg Creative Nonfiction (4)
This is a workshop class in creative nonfiction. Focus in a particular semester may center on personal essay, memoir, literary/aesthetic form, style, voice, and purpose. Topics may include memoir, autobiography, biography, literary journalism, travel writing, local histories, or the essay. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills writing-intensive requirement. Prerequisites: ENG 105 and 200-level English writing course, or consent of the instructor based on writing sample. (C2)

ENG 313 - Writing Fiction (4)
A course in the writing of short fiction, with specialized assignments such as in-class workshops and critiques of students’ writing, reading of professional fiction writers, attendance at fiction readings, and the study and discussion of theories of fiction. Knowledge of the genre and previous college-level creative writing experience required. Fulfills writing-intensive requirement. Prerequisites: ENG 105 and 200-level English writing course, or consent of the instructor based on writing sample.

ENG 314 - Script Writing (4)
Writing dramatic playscripts for the stage and other media. Students will work on projects with numerous specialized assignments, in-class critiques, readings, and the completion of a final one-act script and portfolio of exercises and journal entries. Knowledge of the genre and college-level creative writing experience required. Fulfills writing-intensive requirement. Prerequisites: ENG 105 and 200-level English or Communications writing course, or consent of the instructor based on writing sample.

ENG 315 - Professional Writing & Editing (4)
A workshop in writing and editing in various professional contexts. These may include literary journals, first-person journalism, magazines, digital publishing, and technical writing. Attention to audience, research, organization, grammar, copy editing and proofreading, following house style, as well as use of graphics and page design. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills writing-intensive requirement. Prerequisites: ENG 105 and 200-level English or Communications writing course, or consent of the instructor based on writing sample.

ENG 317 - Advanced Prose Writing (4)
Advanced practice in the writing and revision of prose including expository, persuasive, and personal writing, with a careful study of form, style, voice, and purpose. Topics may include memoir, autobiography, biography, literary journalism, travel writing, local histories, or the essay. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills writing-intensive requirement. Prerequisites: ENG 105 and 200-level English writing course, or consent of the instructor based on writing sample.

ENG 320 - Studies 19th-C. US Literature (4)
Advanced study of selected US texts from the “long” nineteenth century (about 1789-1910). This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills writing-intensive requirement. Prerequisites: ENG 112 or ENG 114 and two literature courses at the 200-level.

ENG 322 - Studies in Modernisms (4)
"On or about December 1910, human nature changed," Virginia Woolf declared, and this course will explore the nature of that change as expressed in modernist writing from the first half of the twentieth century. The focus of the course may be on the prose writers who revolutionized fiction, such as Stein, Larsen, Woolf, Joyce, Faulkner, and/or on poets such as Yeats, Eliot, H.D., Stevens, Hughes, Williams, Moore, and Pound. The course will incorporate more recent approaches to modernism, such as queer studies or the global turn, and less canonical sites of modernism, such as pulp and middlebrow texts and Black modernism. Exploration of relevant historical and critical materials will contextualize reading. This course may be taken more than once,
provided it addresses a different topic when taken again. Prerequisites: ENG 112 or ENG 114 and two literature courses at the 200-level.

ENG 323 - Studies 20th-C. US Literature (4)
Examination of such twentieth-century US writers as Hurston, Faulkner, Ellison, O'Connor, and Didion. Relevant themes may include war, segregation and civil rights, feminism, and the Cold War. Exploration of relevant historical and/or critical materials will contextualize the readings. Course may be taken more than once, provided it addresses a different topic when taken again. Prerequisites: ENG 112 or 114 and two literature courses at the 200-level.

ENG 328 - Interdisciplinary Connections (4)
Interdisciplinary exploration of the creation and analysis of literature in relation to at least one other discipline. Topics might include the influences of and interrelations between literature and the visual arts, literature and film/digital media, or literature and history. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills writing-intensive requirement. Prerequisites: ENG 112 or 114 and two literature courses at the 200-level.

ENG 330 - Critical Theory (4)
Study of twentieth and twenty-first century critical theory with attention to current trends. Students develop facility with theoretical concepts and acquire critical tools with which to read, write, and theorize about literature, film, and other texts. Prerequisites: ENG 112 or ENG 114 and two literature courses at the 200-level, or one 200-level and one 300-level. Fall, Spring.

ENG 335 - Studies in Renaissance Lit (4)
Exploration of the literature and culture of sixteenth- and seventeenth-century England (and sometimes also Europe), informed by a range of primary and secondary texts. Classes are often organized around a theme, social issue, genre, or critical approach. The course may be taken more than once, provided each class addresses a different topic. Fulfills writing-intensive requirement. Prerequisites: ENG 112 or 114 and two literature courses at the 200-level.

ENG 336 - Studies in Black Literatures (4)
Critical examination of Black literatures in historical, political, cultural, and/or theoretical contexts. Readings may range over a long historical span or focus on a specific movement, time period, critical approach, or genre. This course may be taken more than once, provided each course addresses a different topic. Fulfills the diversity requirement. Prerequisites: ENG 112 or 114 and two literature courses at the 200-level.

ENG 340 - Studies in the Novel (4)
Examination of the novel in cultural context. Addresses the novel's accommodation of and influence on socio-economic events and trends in regional cultures. Fulfills writing-intensive requirement. Prerequisites: ENG 112 or 114 and two literature courses at the 200-level.

ENG 342 - Studies in Medieval Literature (4)
Readings in medieval literature and culture, including exploration of relevant social and critical materials. Some readings may also deal with popular appropriations of the medieval ("medievalisms") from the 19th century to the present. Fulfills writing-intensive requirement. Prerequisites: ENG 112 or 114 and two literature courses at the 200-level.

ENG 344 - Restor/18th C. British Lit (4)
Examines works of the era in context of the cultural trends. May focus on a genre (early novels), a style (sentimentalism), a subject (empire), a mode (Gothicism), a material shift (urbanization), or political trends (Whig ascendancy). Common cultural concerns involve gender, fashion, printing practices, medical issues, the colonies, coffee houses, art, and the language. Some attention to the history of critical response to the era. Fulfills writing-intensive requirement. Prerequisites: ENG 112 or 114 and two literature courses at the 200-level.

ENG 346 - Shakespeare on Film (4)
Examination of representative Shakespeare plays as they have been translated and appropriated in movies. We will pay particular attention to the political and cultural work performed by these processes. Coursework includes the study of play texts, film theory, scholarship on Shakespeare on film, and of movies by renowned and lesser-known directors, including, perhaps, examples of teen Shakespeare, Westerns, documentaries, and silent film. Fulfills writing-intensive requirement. Prerequisites: ENG 112 or 114 and two literature courses at the 200-level.

ENG 350 - Romanticism/Early 19th C Brit Lit (4)
Poetry and prose from a revolutionary era. Poets may include Barbauld, Smith, Robinson, Blake, Wordsworth, Coleridge, Shelley, Byron, Keats, and Clare; prose writers may include Wollstonecraft, Mary Shelley, Dorothy Wordsworth, DeQuincy, and Austen. Exploration of relevant social and critical material will contextualize reading. Fulfills writing-intensive requirement. Prerequisites: ENG 112 or 114 and two literature courses at the 200-level.

ENG 355 - Victorian Literature & Culture (4)
Course addresses texts published during the Victorian period (approximately 1837-1901) and relevant social, historical, aesthetic, and critical contexts affecting literary/artistic production. Readings may range from poetry, prose and/or drama from authors such as Elizabeth Gaskell, Charles Dickens, Wilkie Collins, the Brontë Sisters, Elizabeth Barrett Browning, and others. This course may be taken more than once, provided the course addresses a different topic when taken again. Fulfills writing-intensive requirement. Prerequisites: ENG 112 or 114 and two literature courses at the 200-level.

ENG 370 - Literature and Empire (4)
Course addresses the impact of colonial encounters and/or mercantile expansion on language, culture, and the colonial subject. Texts include literature, film, and critical theories addressing colonialism, orientalism, postcolonialism, and/or globalization. Fulfills diversity requirement. Fulfills writing-intensive requirement. Prerequisites: ENG 112 or ENG 114 and two literature courses at the 200-level.

ENG 371 - Studies in Women's Literature (4)
Course on women-authored texts that focuses on the constructions of gender, race, class, sexuality, and national identities as informed by literary, geographic, socio-cultural, economic, and political contexts. Course may address a specific theme, historical period, theoretical approach, and/or genre. Fulfills diversity requirement. Fulfills writing-intensive requirement. Prerequisites: ENG 112 or ENG 114, and two literature courses at the 200-level.

ENG 372 - Studies in Diverse Literatures (4)
This course provides a concentrated study of literature organized around such topics as globalization, diaspora narratives, travel
narratives, prison narratives, or transnational narratives, with attention to race, class, ethnicity, gender, sexual orientation, and/or geographic location as categories of analysis. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills diversity requirement. Prerequisites: ENG 112 or 114 and two literature courses at the 200-level.

ENG 373 - Studies in Contemporary Narrative (4)
This course provides concentrated study in a select set of narratives written after 1970. Works may be organized around a theme, style, and/or region. Primary text genres may include long and short fiction, drama, film, autobiography and other creative nonfiction, and digital narratives. Course may be taken more than once, provided it addresses a different topic when taken again. Fulfills writing-intensive requirement. Prerequisites: ENG 112 or 114 and two literature courses at the 200-level.

ENG 375 - Studies in Digital Media (4)
Critical examination of one form of digital media (including film, television, audio book productions, podcasts, vlogs, gaming and VR, fan studies, digital art, etc.) from cultural, historical, visual, thematic, and/or generic perspectives. Some experience with media analysis and criticism is strongly recommended. Fulfills writing-intensive requirement. Prerequisites: ENG 115 or 252 and two literature courses at the 200-level. Offered occasionally.

ENG 377 - Literary and Cultural Studies (4)
Study of selected literary texts with emphasis on how cultural, economic, and social conditions shape textual production, circulation, and consumption. Critical readings grounded in cultural studies emphasize relationships between literature, culture, and social institutions. This course may be taken more than once, provided it addresses a different topic when taken again. Prerequisites: ENG 112 or 114 and two literature courses at the 200-level.

ENG 379 - Studies in Film (4)
Critical examination of film as a medium and an industry from cultural, historical, visual, thematic, and/or generic perspectives. Some experience with film analysis and criticism is strongly recommended. Fulfills writing-intensive requirement. Prerequisites: ENG 112 or 114 and two literature courses at the 200-level.

ENG 381 - Periodical Studies (4)
"The whole tendency of the age is Magazine-ward," wrote Edgar Allan Poe in 1846, and from Poe’s time through our own, the magazine, whether print or digital, has been an important cultural form. In the history of literature, magazines have been critical to the development of self-governance and identity during early literature before registering (form available online and in Registrar’s Office). Not open to first-year students.

EPY - Educational Psychology

EPY 241 - Introduction to Statistics (3)
This course covers statistical techniques including methods of organizing/summarizing data and basic data analysis using both parametric and non-parametric tools. Specific topics include measurement scales, measures of central tendency, measures of variability, standard scores, confidence intervals, t tests, ANOVA, and chi square. Specific application of knowledge to cases/data in the communications sciences and disorders is required as is use of Microsoft Excel Statistical package. Fall, Spring.

EPY 243 - Adolescent Development (4)
A study of the psychology and development of the adolescent that focuses on the development of self-governance and identity during early, middle, and late adolescence. An ecological perspective will be presented that emphasizes the role that risk and protective factors play in cognitive, physical, and socio-emotional development.
Special attention will be given to the role that culture and diversity play in these developmental processes and outcomes, and to activities that promote resiliency. Resources for educators to address and prevent substance abuse in the context of healthy development will be discussed. Theory and research are presented with an emphasis on implications for working and understanding adolescents in educational settings. Not open to first semester freshmen. Fulfills diversity requirement. Offered in Fall.

**EPY 244 - Child & Adolescent Development (4)**
A study of the psychology and development of the child that primarily focuses on the school years from five through eighteen. An ecological perspective will be presented that emphasizes the role that risk and protective factors play in cognitive, physical, and social-emotional development. Special attention is given to the role that culture and diversity play on these developmental outcomes and processes and to activities that promote resiliency. Resources for educators to address and prevent substance abuse in the context of healthy development will be discussed. Theory and research are presented with an emphasis on implications for working and understanding children and adolescents in educational settings. Not open to first semester freshmen. Fulfills diversity requirement. Field requirement in family and community settings only for B-6 majors 10 hours and for IEC majors 6 hours. Fall and Spring.

**EPY 245 - Early Childhood Development (3)**
In this course developmental issues from the prenatal period through age eight across diverse populations will be examined. An ecological perspective will be presented that emphasizes the role that risk and protective factors play in cognitive, physical, language, and social-emotional development. Attention will be given to factors that promote the healthy growth and well-being of the child. Theory and research will be presented in the context of practical application with an emphasis on implications for working with and understanding children in educational settings. Not open to first semester freshmen. Fulfills diversity requirement. Six (6) hours of fieldwork in family and community settings for IEC majors. Offered in Fall only.

**EPY 337 - Substance Use Prevention (0)**
This course addresses the psychological and physiological effects of substance (alcohol, drugs, etc.) use and abuse. Legal, moral, and social issues will be discussed, as well as education and prevention programs and their effectiveness. This course satisfies the drug education requirement set forth by the New York State Education Department. Fee required. Offered in Fall, Spring, and Summer.

**EPY 340 - Adolescent Deve. Enrichment (2)**
This course will provide a study of psychological factors that affect adolescent development with a primary emphasis on the early adolescent period. Topics students will explore include identity formation, puberty, socio-emotional development, and cognitive changes that occur during this period. Offered in Fall only.

**EPY 350 - Educational Psychology (3)**
A study of various aspects of the instructional setting including individual, group, and cultural differences; learning and instructional theories; motivation; assessment and evaluation; and classroom management. Field requirement for B-6 majors: 5 hours in primary grades and 5 hours in intermediate grades. Prerequisite: a course in child and/or adolescent development or psychology (e.g., EPY 243, 244, or 245). Fulfills writing-intensive requirement. Offered in Fall and Spring.

**EPY 351 - Topics in Ed Psy (1 to 3)**
An exploration of educational psychology special topics such as classroom management, gender identity and sexuality, substance/drug abuse, teaching culturally diverse students, instructional technology, and other topics as dictated by student need or interest. Offered occasionally.

**EPY 354 - Classroom Management (1)**
The topics of this course focus on establishing and managing an effective learning environment. Topics include: planning spaces for learning, developing clear classroom rules and procedures, keeping students engaged, communicating effectively with diverse students, and creating caring relationships. Offered occasionally.

**EPY 370 - Ed Psych/Instruct Tech (4)**
A study of various aspects of the instructional setting including individual, group, and cultural differences; learning and instructional theories; motivation theories; assessment and evaluation; and classroom management. Instructional technology is integrated throughout the course as supported by principles of educational psychology. Field requirement for B-6 majors: 5 hours in primary grades and 5 hours in intermediate grades. Fulfills writing-intensive requirement. Prerequisite: a course in child and/or adolescent development or psychology (e.g., EPY 243, 244, or 245). Offered in Fall and Spring.

**EPY 391 - Mentoring Urban Youth (0)**
Students will engage in one on one mentoring and curriculum enrichment with urban at risk students two times a week during a semester. Offered occasionally.

**EPY 392 - Residency in P-12 Schools (0 to 3)**
Students in this course will complete a full semester in a P-12 school where they are expected to complete their student teaching the subsequent semester. Students will spend a minimum of four hours a week observing and working in the P-12 classroom. The initial stage of this residency provides an opportunity to become familiar with the school, students, teachers, and classroom procedures. Students will also assist teachers in completing action research or another substantial, faculty-approved project. Offered occasionally. Permission and arrangement by instructor are required.

**EPY 499 - Independent Study (1 to 3)**
Students who wish the opportunity to work on a topic with an Educational Psychology faculty member should contact the faculty member directly to arrange course requirements. Offered Fall, Spring, and Summer on an as-needed basis.

**ESC - Earth Science**

**ESC 101 - The Solar System (3)**
The history of astronomy, physical properties of motion, heat and light, the solar system and its planets and the sun will be covered. A knowledge of basic algebra is required. ESC 101L Laboratory required. A suitable score on the math placement exam is required. Fall (C5)

**ESC 101L - The Solar System Lab (1)**
Lab Fee. (C5)

**ESC 103 - Meteorology (4)**
Properties of the atmosphere and the effect of weather and climate upon life on earth. Wind, storms, clouds, precipitation, climate and
weather forecasting will be covered. ESC 103L Laboratory required. Offered as needed. (C5)

ESC 104 - Stars, Galaxies & the Universe (3)
Astronomy deals with the study of the cosmos as observed in the night sky. This entails the detailed examination of the various classes of celestial objects: galaxies, stars, quasars, and black holes. Their physical properties and celestial motions are studied. Stellar lifecycles are presented from birth to death. The current theories of galaxy lifecycles are also studied to learn how and why the models of the cosmos change with each new set of observations. Origins and development of our universe and particle physics are also included. Minimum math placement score of MAPL 54 required. Lab fee. (C5)

ESC 104L - Stars, Gal & Universe Lab (1)
Astrophysical software is used to allow the student to simulate the taking of data, and its analysis. Computer-based astronomy investigations will present students with selected views of the night sky from which they can collect their own unique data and analyze it to draw conclusions. Minimum math placement score of MAPL 31 is required. Lab fee. (C5)

ESC 185 - Intro to Environmental Geology (4)
Environmental aspects of recent geological processes that have significant impact on biological processes (including humans). Topics include earthquakes, volcanoes, floods, rising sea level, landslides, mass wasting, soils, groundwater, and water resources, in addition to plate tectonic theory and an introduction to minerals and rocks. Associated lab required, with field trips likely. Two and a half hours of lecture and three hours of lab per week. Lab fee. Not open to those who have taken ESC 190. (C5)

ESC 190 - Introductory Geology (4)
Study of the physical features of the earth. Includes study and description of igneous, sedimentary, and metamorphic rocks; geologic time; earthquakes; rivers; oceans; plate tectonics. Lab includes hands-on examination of minerals and rocks; map and geologic processes interpretation. Field trip(s) possible. Two and a half hours of lecture and three hours of lab per week. Lab Fee. Fall, Spring (C5)

ESC 191 - Historical Geology (4)
This course discusses the history of the earth from its formation about 4.6 billion years ago to the present. The focus is on the evolution of land forms (mountains, plains, ocean basins) and the development and evolution of life forms (both plants and animals). The framework is the geologic time scale and the successive sequences and events that are characteristic of each of several time intervals, beginning with the earliest Precambrian and continuing to the recent. Some labs focus on interpretation of landforms; in particular, Labs focus on the interpretation and use of geological maps, correlation of rock units, and the concept of lateral and vertical facies changes and facies maps. Other labs focus on the fossil record, with visual study and identification of fossils along with their use in depositional environment interpretation. Field trip(s) possible. Lab Fee. Prerequisite: ESC 185 or ESC 190 or permission of instructor.

EXY - Exploratory Program

EXY 100 - Explorations 100 (1)
This course, designed for Exploratory students, will help students initiate the process of choosing a major by engaging in self-assessment activities and major- and career-related research. Open to Exploratory majors only. Fall

FPY - Forensic Psychology

FPY 262 - Forensic Psychology (3)
This course will explore the application of psychology to the civil and criminal legal systems. Key topics will be covered that span the breadth of the criminal justice system from commission of the crime (e.g. eyewitnesses), the investigation (e.g. interrogations), pretrial matters (e.g. voir dire, competency to stand trial), the trial (e.g. jury decision making, insanity defense), and sentencing (e.g. judicial use of extralegal factors). Psychological theories will be utilized to explain and understand the way people function in the legal system. Fall, Spring.

FPY 300 - Forensic Mental Health Law (3)
This course will examine the interaction between clinical psychology and the legal system. It will explore the knowledge and skills needed by clinicians in the courtroom as well as the case law and policies that determine the role of the clinician in the legal system. Key topics to be discussed include: competency to stand trial, insanity defense, civil commitment, and determination of future dangerousness. Prerequisite: successful completion of FPY 262 with a C- or better, or with instructor's permission. Spring.

FPY 320 - Forensic Neuroscience (3)
An introductory examination of the biological basis of forensic behavior. Included are examinations of the central nervous system, peripheral nervous system, and endocrine system. The role of these systems in topics such as aggression, violence, sexual behavior, attraction, empathy, deception, risk-taking, mental illness, and psychiatric disorders may be discussed as they relate to the field of forensic neuroscience. Prerequisites: successful completion of PSY 101 or PSY 110 or PSY 111 AND FPY 262 with grades of C- or better. Must be taken in conjunction with FPY 320L. Fall, Spring.

FPY 320L - Forensic Neuroscience Lab (1)
Laboratory activities meant to support and extend the academic experience in FPY 320. Includes the dissection of preserved tissues, microscopic examination of neural tissues, and the collection and study of behavioral/cognitive data. Must be taken in conjunction with FPY 320. Lab Fee. Fall, Spring.

FPY 325 - Child & Adol Forensic Psych (3)
This course will explore the manner in which youth come in contact with the legal system by examining relevant psychological, criminological, and legal literature. The diverse roles children and adolescents play in the justice system as decision-makers, witnesses, victims, and perpetrators will be examined. Topics may include the child witness, children's memory and suggestibility, developmentally appropriate investigative interview techniques, juvenile offenders, juveniles' culpability, and interrogation of juvenile suspects. Prerequisite: Not open to first-year students. Spring.

FPY 380 - Forensic Psych: Spec Topics (1 to 4)
The purpose of this course is to provide flexibility within the Forensic Psychology curriculum and to provide students and faculty with opportunities to explore areas of current or topical interest that are not available through the department's other course offerings. This course will be offered at the discretion of the Psychology department's faculty. Prerequisite: successful completion of PSY 101, PSY 110 or PSY 111 with a C- or better.
FPY 400 - Advanced Forensic Psychology (3)
An in-depth examination of empirical research and case law in Forensic Psychology. Emphasis will be placed on the critical analysis of empirical research as a way to better understand the role of psychology in the legal system. The course will cover key areas that include (but are not limited to) eyewitness identification, jury decision making, and expert testimony. Prerequisite: successful completion of FPY 262 with a C- or better and PSY 295 is strongly recommended. Fall.

FPY 450 - Prejudice & Discrim in Legal Sys (3)
This course will provide an in-depth examination of the way prejudice and discrimination influence behaviors and decisions in the legal system. Psychological theories of prejudice and discrimination will be covered and then applied to various protected legal classes (such as race, national origin, gender identity, age, disability status, and religion) in both the criminal and civil systems. Application of psychological theory will be done through the analysis of legislation, court cases, and empirical literature. Prerequisite: FPY 262 with a C- or better or instructor’s permission. Spring.

FPY 491 - Forensic Psych Internship (1 to 6)
Students should identify a location for an internship in conjunction with a full-time Psychology Department faculty member that specializes in Forensic Psychology. Interns must be supervised by a full-time member of the department and by an on-site supervisor throughout the semester. Students must have a minimum overall cumulative GPA of 3.0 and a Forensic Psychology GPA of 3.0 to qualify for an internship. Students must also receive permission of the department prior to registering for an internship.

FPY 496 - FPY Directed Research (1 to 6)
Students will conduct research relevant to Forensic Psychology with a full-time faculty member in the Psychology department. Permission of the Department Chairperson and a supervising faculty member is required prior to registration.

FPY 498 - Senior Seminar: Research FPY (3)
This course is designed to provide Forensic Psychology majors with a capstone experience. Each student in this course will be required to successfully complete and present a project on a significant question or topic that is being addressed by forensic psychologists currently working in the discipline. Fulfills writing-intensive requirement. Prerequisite: PSY 299 completed with a C- or better and must co-register with FPY 498L. Successful completion of the seminar, with a C- or better, is required for graduation. Open only to senior Forensic Psychology majors. Spring.

FPY 498L - Senior Seminar Lab in FPY (1)
This lab is a complement to Senior Seminar for Forensic Psychology majors. The purpose of this lab is to help students prepare for and successfully complete each section of the required Departmental Comprehensive Exam. Included are a combination of online and in classroom learning experiences. Students will receive study materials to help prepare them to complete each section of the exam that is administered each term. Review sessions will be offered as needed leading up to the administration of the exam. FPY 498 is a co-requisite or prerequisite for this course. Students must complete this lab, each part of the comprehensive exam with a grade of C- or better, and the senior exit survey. Fall, Spring. Only open to senior Forensic Psychology majors.

FPY 499 - Independent Study (1 - 6)

FRE - French

FRE 101 - Identity and Culture (3)
With a communication-centered approach, this course begins with the elementary structures, expressions and vocabulary of the French language, with a significant focus on cultural aspects and/or current events of the French speaking world. After completing this course, students should be able to handle short social interactions, using written or oral language to communicate about familiar topics via phrases and simple sentences. Students with more than two consecutive years of high school French should not take this course. Fall, Spring. (C3)

FRE 102 - Culture in Action (3)
A continuation of FRE 101. With a communication-centered approach, this course explores the intermediate structures, expressions and vocabulary of the French language, with a significant focus on cultural aspects and/or current events of the French speaking world. The hallmark of the intermediate level is that students can create with the language. After completing this course, students should be able to participate in short conversations about everyday situations, ask and answer questions, and write briefly using a series of simple sentences. Students with more than three years of French in high school should not take this course. Fall. (C3)

FRE 203 - Memory and Culture (3)
A continuation of FRE 102. With a communication-centered approach, this course explores the intermediate structures, expressions and vocabulary of the French language, with a significant focus on cultural aspects and/or current events of the French speaking world. The hallmark of the intermediate level is that students can create with the language. After completing this course, students should be able to handle short social interactions, using written or oral language to communicate about familiar topics via phrases and simple sentences. Students with more than three years of French in high school should not take this course. Fall. (C3)

FRE 204 - Discovery and Culture (3)
A continuation of FRE 203. With a communication-centered approach, this course explores the intermediate structures, expressions and vocabulary of the French language, with a significant focus on cultural aspects and/or current events of the French speaking world. The hallmark of the intermediate level is that students can create with the language. After completing this course, students should be able to handle short social interactions, using written or oral language to communicate about familiar topics via phrases and simple sentences. Students with more than three years of French in high school should not take this course. Fall. (C3)

FRE 216 - French Conversation (3)
This course focuses on the development of spoken French in spontaneous exchanges. After completing this course, students should be able to create sentences and series of sentences, asking and answering a variety of questions. Intermediate language proficiency is assumed. (C3)

FRE 300 - French Written Expression (3)
This course is designed to develop writing skills in formal and informal settings, with a significant focus on cultural aspects and/or current events of the French speaking world. After completing this course, students should be able to write rich descriptions, coherent narrations, and begin expressing opinions. (C3)

FRE 301 - Reading for Comprehension (3)
This course seeks the development of reading skills through exposure to different kinds of reading material such as essays, short
stories, and magazine/newspaper articles. Oral discussion in French builds the students’ vocabulary and encourages oral expression. After completing this course, students should be able to write and speak about a variety of topics, including work and current events. They should also be able to interpret texts about familiar or unfamiliar topics. This course should be taken prior to upper-level literature courses. It is recommended that FRE 300 be taken prior to this course.

FRE 309 - Contmp Fren Cult thru Films (3)
An introduction to the social, cultural and political issues that define French culture today, as viewed through the media and film.

FRE 325 - Advanced Conversation (3)
This course seeks to strengthen and refine oral communication skills in French through vocabulary enrichment and exposure to multiple opportunities to speak in formal and informal settings. After completing this course, students should be able to speak and create presentations about a variety of topics in French, including work and current events. The Oral Proficiency Interview (OPI) will be administered as part of this course.

FRE 380 - Topics in French Literature (0 to 4)
(Occasionally cross-listed with ENG 126 Diverse Voices) Readings in a selected genre, theme, or chronological period in French literature or culture. The specific topic for the semester is listed in the semester brochure. Students may take this course more than once if different topics are offered.

FRE 499 - Independent Study (3)
Individual reading and research under direction of a French faculty member. Independent study must be on a topic not regularly offered in the French curriculum and may not substitute for a required course.

FSC - Forensic Science

FSC 100 - Intro Lvl Topics: Forensic Sci (3)
This is a course offered through our College in the High School program and covers current topics in Forensic Science offered at the Introductory level.

FSC 190 - Intro to Forensic Science (3)
This course provides a broad overview of forensic science, with an emphasis on the chemical and instrumental methods used by forensic scientists to analyze evidence. Students will gain an appreciation for the extent of the scientific background needed for a career in forensic science, develop a basic understanding of the types of evidence collected at crime scenes and the science behind its analysis, and understand the importance of ethics in forensic science.

FSC 370 - Contemp & Descrip Topics (3)
This course covers current and/or specialized topics in forensic science. Topics may vary from semester to semester and are determined by the instructor. Pre-requisite: FSC 190

FSC 375 - Forensic Assays (4)
This course is a lecture/laboratory hybrid with emphasis on the chemical, instrumental and physical tests used to analyze forensic evidence. Forensic Assays is a capstone experience for forensic science majors, who will apply principles they have learned in other upper level chemistry and biology courses to the analysis of specific types of forensic evidence. Lab fee. Pre-requisites: CHM 301, BIO 258.

GRK - Greek

GRK 101 - Identity and Culture (3)
With a communication-centered approach, this course begins with the alphabet, elementary structures, expressions and vocabulary of the Greek language, with a significant focus on cultural aspects and/or current events of the Greek speaking world. After completing this course, students should be able to recognize words and simple sentences in familiar and everyday contexts. Students with more than one year of high school Greek should not take this course. Fall, Spring. (C3)

GRK 102 - Culture in Action (3)
A continuation of GRK 101. With a communication-centered approach, this course explores the elementary structures, expressions and vocabulary of the Greek language, with a significant focus on cultural aspects and/or current events of the Greek speaking world. After completing this course, students should be able to handle short social interactions, using written or oral language to communicate about familiar topics via phrases and simple sentences. Students with more than two consecutive years of high school Greek should not take this course. (C3)

HIS - History

HIS 100 - Intro:History & Politics (1)
(Cross-listed with POS 100) This course examines introductory research and analytical techniques for locating and interpreting primary and secondary historical documents. Students are introduced to basic methods for constructing historical arguments based on the compilation of evidence. Finally, students will explore the impact of ideology and identity on the evolution of historical perspectives and schools of thought. Fall

HIS 180 - Spec Topics (1 to 4)
The purpose of this course is to provide flexibility within the course offerings and an opportunity for students and faculty to explore areas of current or topical interests which are not available in the regular course offerings. (C9)

HIS 200 - Women in the US (3)
This course examines women’s experience since the colonial period, with emphasis on shifting roles and images, the struggle for equality, and women’s expanding public responsibilities. Fulfills diversity requirement. Fall (C9)

HIS 202 - Women in European History (4)
In this course we will explore history through the lived experiences and conceptions of woman and gender that have shaped and been shaped by Western history. We will survey the historiography of women and gender and examine historical events and developments through the lens of women’s lives in ancient, medieval, and modern Europe, drawing on both secondary and primary sources written by and about women (and men). A focus on women gives deep insight into different societies and cultures, providing a richer understanding of the present as well as the past. Students will gain from this course an in depth understanding of the changing lives, conditions and social conceptions of women in history, how gender organized power and social meaning in history, and the analytical utility of gender as a window onto the past. (C9)

HIS 204 - Social Studies Economics (4)
This course examines the dynamics of national and global economics within the historical context of the expansion of
consumer markets, evolving technologies, cultural exchange, and competition over access to and control of commodities. The rise and fall of dynastic empires and their impact on expansion and contraction of regional and world trade will be explored along with competing interpretations of the emergence of a world system from both western and non-western perspectives. Prerequisite: HIS 215, which must be passed with C or better prior to registration for HIS 204. (C9)

**HIS 207 - Urban America (4)**

In 1950 62% of Americans lived in cities; as of 2010 it rose to 80% and by 2050 nearly 90% of Americans will live in urban environments. This course examines the urbanization of America with an emphasis on the formation of industrial, post-industrial, sunbelt, and global cities. Students will examine the ways in which the historical transformation of capitalism affects class structure, income inequality, housing, race relations, and displaced communities. Students will be expected to interpret primary and secondary texts, craft evidence-based essays, and utilize mapping software to develop their geographical literacy. Fulfills diversity requirement and the African American Studies minor.

**HIS 209 - Century of Genocide (4)**

This course examines the modern phenomenon of genocide in European history. We will read about conceptions of genocide and look closely at three main European case studies over the 20th century - Armenia, the Holocaust, and the Bosnian genocide of the 1990s - but also consider other genocides such as those wrought by settler colonialism. Themes will include the ideology and politics of nationalism and identity formation to understand the ways groups are targets, isolated, and demonized at the levels of state policy and social practice that prepares the way for genocide. (C9)

**HIS 210 - Revolutionary France 1789-1880 (4)**

This course is a study of France’s revolutionary century from 1789 to the establishment of the Third Republic in 1880 following the Second Empire’s crushing defeat in the Franco-Prussian War. Over this revolutionary century, France led the way in overthrowing the old regime and its established order of rank privilege and inaugurating political modernity: a modern legal, social, and political order based on the concept of popular sovereignty as the source of all government. The revolutionary quest and promise would be emulated across Europe and the world. (C9)

**HIS 211 - Europe to 1500 (3)**

This course surveys European history from ancient Rome through the Hundred Years War. Themes and topics include: rise and fall of the Roman Empire and its historical legacies, the emergence and spread of Christianity, the institutional growth of monasticism, the Church and papacy, monastic culture, the Byzantine and Islamic Empires, Carolingian Europe, feudalism, the birth of the universities and the liberal arts curriculum, the of origins modern political institutions and sovereign states. (C9)

**HIS 212 - Europe & Modern World (3)**

This course surveys European history from the late 15th to the late 20th centuries. Themes and topics include: Imperialism, expansion of the global economy (globalization), and the rise of capitalism, the evolution of the modern state/nation state form and the expansion of its powers, industrialization, modern social identities and organization (class, race, gender), labor movements, modern ideologies, mass politics and the party system, world wars, birth of the welfare state, and EU formation. (C9)

**HIS 213 - Fndtns of Europe:Antiq-Med Age (4)**

This course surveys European history from ancient Rome through the Hundred Years War. Themes and topics include: rise and fall of the Roman Empire and its historical legacies, the emergence and spread of Christianity, establishment of the Church and papacy, monastic culture, the Byzantine and Islamic Empires, Carolingian Europe, feudalism, the birth of universities and the liberal arts curriculum, the of origins modern political institutions and sovereign states. (C9)

**HIS 214 - Modern Europe (4)**

This introductory survey charts the course of European history from around 1500. This period saw the rise of the European great powers to unprecedented world dominance and the extension of western influences to every corner of the globe through imperialist wars of conquest, trade, and the growth of the world capitalist system. The modern state form, and its constitutive institutions took shape during these centuries, and by the 19th century the nation-state was becoming the principal focus of identity and allegiance. Our main focus will be on the formation and globalization of economic, political, and social modernity, with special emphasis on the evolution of the modern state. (C9)

**HIS 217 - Mod Britain 1815-present (4)**

In this course we will chart the rise and decline of Britain as a world power, its role in globalization, and the legacies it has left to the modern world. Topics include: the rise and expansion of the British Empire, the rise of industrial capitalism, slavery, the factory system, industrial society and class formation; ideologies of race/racism and colonial societies; constitutional development and the rise of party politics; modern social, political, and economic ideologies; Anglo-Irish relations; social movements; world wars and establishment of the welfare state; the Cold War and special relationship with the US; Britain and the European Union. (C9)

**HIS 219 - Modern Britain 1815-Present (3)**

In this course we will chart the rise and decline of Britain as a world power, its role in globalization, and the legacies it has left to the modern world. Topics include: the rise and expansion of the British Empire, the rise of industrial capitalism, slavery, the factory system, industrial society and class formation; ideologies of race/racism and colonial societies; constitutional development and the rise of party politics; modern social, political, and economic ideologies; Anglo-Irish relations; social movements; world wars and establishment of the welfare state; the Cold War and special relationship with the US; Britain and the European Union. (C9)

**HIS 220 - US Gilded Age & Progress Era (3 to 4)**

This course explores the extraordinary upheavals produced by the industrial transformation of the late 19th century. It will focus on the ways that different groups--workers and farmers, African-Americans, women, new immigrants, the new corporate elite, and reformers--challenged or adapted to the emergence of modern America. Fulfills the diversity requirement. (C9)

**HIS 223 - US History since 1865-Survey (3)**

This course is an intensive survey of the economic, social, cultural and political developments in the United States from the end of the Civil War to the present. Fulfills diversity requirement. (C9)

**HIS 224 - US History to 1865: Survey (3)**

This course offers an in-depth survey of conquest and colonization; the growth of political, social, economic, and cultural institutions; revolution and independence; the creation of a new nation and its
development through the crisis of the Civil War. Fulfills diversity requirement. (C9)

HIS 225 - New York State History (3)
In this course students examine and discuss the commercial, productive, and demographic transformations which led to the modernization of New York State. Students will acquire and demonstrate historical knowledge on the various ways that New York functioned as the nation's center for finance, social diversity, industrialization, transportation, machine politics, cultural innovation, vice, and social reform. Students will critically analyze, from diverse points of view, how collective efforts to expand production and to safeguard public interests established New York as a state noted for both liberal reform and, paradoxically, promoted the violation of civil liberties and exacerbated income inequality. Fulfills diversity requirement. Spring (C9)

HIS 226 - US History to 1865 (4)
This course offers an in-depth survey of conquest and colonization; the growth of political, social, economic, and cultural institutions; revolution and independence; the creation of a new nation and its development through the crisis of the Civil War. Fulfills diversity requirement. (C9)

HIS 227 - US History since 1865 (4)
This course is designed to provide an overview of U.S. history since 1865 with particular relevance to history and political science majors and elementary and secondary education social studies concentrators. The course will explore both domestic and international dimensions of the long 'American Century,' and stress major political, economic and social themes. Students will be introduced to the 'building blocks' of the historian's craft: the primary sources like official documents, newspapers, letters, ads and material artifacts that historians use in fashioning their interpretations of historical events. We will also explore varying and contending interpretations of history---"historiography"---to understand and evaluate the differing values and perspectives historians bring to their work. Students will sharpen critical thinking skills while learning to analyze historical arguments and to construct their own. Fulfills diversity requirement. Fall, Spring (C9)

HIS 228 - US Environmental History (3)
Historians usually view the environment as a neutral stage upon which the people and events of the past walked. This course argues that the natural world-plants and animals, soil and water, climate and weather-plays a pivotal role in the shaping (and limiting) of human agency and the social, economic, and political landscapes that the peoples of the United States have negotiated for themselves. This survey of U.S. history brings the environment and competing environmental ideologies to the foreground, paying special attention to obscured or buried relationships between land/resource management and the class-, race-, and gender-specific consequences of such decisions. (C9)

HIS 232 - Discovering China (3)
This course is an introduction to Chinese history and civilization, including regular class sessions in spring semester and a two-week field trip to China in May. In the class sessions we will examine the major themes and questions of Chinese history and civilization. We will pay particular attention to China's transition from a dynastic empire to a modern nation state and the cultural interaction between China and the outside world. The two-week trip to China is designed to help students get a better understanding of China's past and present through concrete field study. The historic sites we are planning to visit, such as the Great Wall, the Forbidden City, and the Bund in Shanghai, offer a unique vantage point for us to observe and analyze the historical trajectory of China. Students are expected to develop a research project and complete a research after the field trip to China.

HIS 233 - Experiencing China (4)
This course is designed to help students develop their own understanding of Chinese civilization through a combination of classroom discussion, field trip to China, and individual research. We will have regular class sessions during the spring semester and a two-week field trip to China in May. Besides common readings on the history of the cities that we plan to visit, students in the spring semester will focus on the early stages of their research project, including raising a research question, building up a bibliography, surveying the relevant literature, and completing a draft of their research paper. The two-week trip to China will provide students an opportunity to complete their research project through first-hand research. We will visit historic sites related to students' research projects, such as the Great Wall, the Forbidden City, historic neighborhoods in Beijing and classical Chinese gardens in Suzhou. Fulfills diversity requirement. (C9)

HIS 236 - E Asian Civiliz to 1800 (3)
This course introduces East Asian Civilizations from Neolithic times through the 18th century, focusing on China and Japan. It will present historical overviews of the major developments in state formation, court politics, and intellectual movements, but emphasis will be placed on the social and cultural aspects of the civilizations, examining continuities, as well as changes through time. Fulfills diversity requirement. Fall (C9)

HIS 237 - E Asian Civ to 1800 (4)
This course introduces East Asian Civilizations from Neolithic times through the 18th century, focusing on China and Japan. It will present historical overviews of the major developments in state formation, court politics, and intellectual movements, but emphasis will be placed on the social and cultural aspects of the civilizations, examining continuities, as well as changes through time. Fulfills diversity requirement. Fall (C9)

HIS 238 - Modern Asia (3)
This course is a survey of major civilizations in East Asia, particularly China, Japan and Korea during the modern period since 1500. It covers pre-colonial, colonial, and post-colonial periods and analyzes those factors and forces - social, political, economic, cultural, and intellectual - that have constructed national and Asian identities in the past and affected their present and future possibilities. Fulfills diversity requirement. Spring (C9)

HIS 239 - Modern E Asia (4)
This course is a survey of major civilizations in East Asia, particularly China, Japan and Korea during the modern period since 1500. It covers pre-colonial, colonial, and post-colonial periods and analyzes those factors and forces - social, political, economic, cultural, and intellectual - that have constructed national and Asian identities in the past and affected their present and future possibilities. Fulfills diversity requirement. Spring (C9)

HIS 240 - U.S. and World Affairs (3)
This course surveys the history of U.S. diplomatic relations with special emphasis on the late 19th-century transformation of the U.S. political economy and its impact on the nation's emergence as a world power. Spring (C9)
HIS 247 - Intro to Caribbean History (4)
In this course students analyze and discuss the European discovery and colonization of the Caribbean from the 15th through the 19th centuries from indigenous, European, and African points of view. Students will demonstrate historical knowledge of the conquest of Native Americans, the rise of indentured servitude, the expansion of African slavery and emancipation by interpreting primary source material, scholarly publications, and maps of global economies. Fulfills diversity requirement. (C9)

HIS 248 - Lat Amer Conquest & Colonial (3)
This is a survey of indigenous civilizations, highlighting Maya, Aztec, and Inca cultures, both before and after the Spanish/Portuguese conquest and colonization. The course examines European national rivalries and colonial institutions, including the Catholic Church, the encomienda, and enslavement of Africans, to assess their impact on Latin-American development. (C9)

HIS 250 - Origin/Dev Modrn Latin America (3)
This course surveys influential paradigms of development and analyzes the historical evolution of Latin America since the wars of independence. It examines the emergence of the nation state in selected countries, 19th-century conflicts between liberalism and conservatism, the growth of 20th-century populism, and the recent impact of neo-liberalism. (C9)

HIS 251 - Latin American Modernization (4)
This course surveys influential paradigms of development and analyzes the historical evolution of Latin America since the wars of independence. It examines the emergence of the nation state in selected countries, 19th-century conflicts between liberalism and conservatism, the growth of 20th-century populism, and the recent impact of neo-liberalism. (C9)

HIS 252 - Peoples & Cultures of Africa (4)
This course provides an introductory survey of Sub-Saharan African peoples and cultures. Through lectures, reading, films and discussions, we will explore Africa's rich and diverse pre-colonial past paying particular attention to how we view Africa and its people, and the ways in which European, American, and African scholars have debated the very meaning of 'Africa'. We will examine topics such as: Western narratives of Africa and African peoples; indigenous African empires and states; ecological and political aspects of African foragers (hunter-gatherers); the interface between human activities and the environment; philosophy, religion and witchcraft; how European colonialism affected and was affected by African cultures; the construction of cultural/ethnic identities; current cultural practices, including female circumcision, and female ritual servitude. Finally, we will seek to challenge European depictions of Africa as a 'dark continent' by showing that African cultures were and still are important and valuable ones in their own right, and at the same time try to understand Africa's role in world history.

HIS 260 - Africans in Transatlantic Wrld (4)
In this course, students analyze the social, economic, political, and cultural impact of African migration by interpreting primary documents and scholarly publications in their written work and in classroom discussion. Students will acquire knowledge of the rise of the mercantile Atlantic economy and industrial capitalism, the development of racial ideology, the impact of global religions on the expansion of slavery, the rise of abolitionism, and the embedded contradictions between the European profession of natural rights and Christian ideals and the practice of chattel slavery. Students will demonstrate a geographic knowledge of the African diaspora and the ability to analyze historical sources from diverse points of view (in exams that assess historical content and in thesis-driven evidence-based historical arguments). Fulfills diversity requirement. Fall, Spring (C9)

HIS 261 - African-Amer Hist to 1863 (3)
In this course, students analyze the social, economic, political, and cultural impact of African migration by interpreting primary documents and synthesizing historical scholarship in written work and classroom discussion. Students will acquire knowledge of the rise of the mercantile Atlantic economy and industrial capitalism, the development of racial ideology, the impact of global religions on the expansion of slavery, the abolitionist movement, and the embedded contradictions between the profession of democratic and Christian ideals and the practice of chattel slavery. Students will demonstrate a geographic knowledge of the African diaspora and the ability to analyze primary documents from diverse points of view. Fulfills diversity requirement. (C9)

HIS 262 - African-Amer Hist since 1863 (3 or 4)
In this course students acquire and demonstrate historical knowledge of the African American quest for citizenship during Reconstruction, the rise of Jim Crow, the Great Migration, the Civil Rights Movement, and the persistence of racial segregation and income inequality. Students will interpret primary sources and scholarly publications that reflect multiple perspectives. Fulfills diversity requirement. (C9)

HIS 265 - Modern Africa (3)
This course surveys triumphs and tragedies in the development of modern Africa's different political systems since the Conference of Berlin (1884-1885). Topics will include imperialism, peasant resistance, systems of unfree labor, export economies, gender and reproduction, decolonization, Pan-Africanism, and the persistence of neo-colonialism. Fulfills diversity requirement. Spring (C9)

HIS 266 - Modern Africa (4)
This course surveys triumphs and tragedies in the development of modern Africa's different political systems since the Conference of Berlin (1884-1885). Topics will include imperialism, peasant resistance, systems of unfree labor, export economies, gender and reproduction, decolonization, Pan-Africanism, and the persistence of neo-colonialism. Fulfills diversity requirement. Spring (C9)

HIS 267 - African History before 1885 (3)
This course explores the expansion of Bantu people across the continent, the rise of Sudanese Kingdoms in West Africa, the evolution and impact of the trans-Saharan and East African trading networks, the spread of Islam and effects of religious jihads in West Africa, the development of North African states and the Golden Age of the Moors, the Mfecane and the rise of white settlement in South Africa. Students will examine various processes of state formation, traditional systems of lineage, dependency, and production, and the impact of the rise of the transatlantic slave trade after the 15th century. Fulfills diversity requirement. Fall (C9)

HIS 268 - African History bef 1885 (4)
This course explores the expansion of Bantu people across the continent, the rise of Sudanese Kingdoms in West Africa, the evolution and impact of the trans-Saharan and East African trading networks, the spread of Islam and effects of religious jihads in West Africa, the development of North African states and the Golden...
Age of the Moors, the Mfecane and the rise of white settlement in South Africa. Students will examine various processes of state formation, traditional systems of lineage, dependency, and production, and the impact of the rise of the transatlantic slave trade after the 15th century. Fall (C9)

**HIS 280 - Special Topics (1 to 4)**
This course provides students with the opportunity to study special topics in the discipline of history. The content of the course will change as various instructors design and offer courses. Students may repeat this course, provided that the subject matter changes. (C9)

**HIS 300 - Wrld Historical & Political Geog (4)**
(Cross-listed with POS 300) This course examines the historic changes in political boundaries, economic activities, and cultures that relate to spatial location, environment, and access to resources. Students will analyze the historical forces and policies that prompt migration, community formation, and boundaries and analyze the ways in which decision-making affects diverse environments locally and/or globally. Students will demonstrate geographic reasoning by their ability to use and create maps, interpret geographic data, satellite images, or photographs that explains relationships between communities or regions and their associated historical, political, and/or economic dynamics. This is an integrated social science course that equips students to explore how people interact with their environments and to explain interactions between urban, rural, suburban, displaced or contracted communities.

**HIS 312 - Renaissance and Reformation (4)**
Between 1350 and 1650 the transitions to modernity unfolded as Europeans looked back to the classical legacy of Greece and Rome and ahead to a more globally interconnected future. The course begins with a detailed examination of the social and cultural context of the Italian Renaissance beginning in the 14th century, then moves on to examine the different religious reformations of 16th-century Europe, wars of religion, and popular culture. The two major historical events that bracket the course are the Black Death (1347-1350) and the Thirty Years War (1618-1648). This is a writing-intensive, upper-level course for history and history/political science majors and minors and adolescent education majors, for whom it satisfies the geographical requirement for Europe. Prerequisite: HIS 213 or HIS 214.

**HIS 313 - European Empires (4)**
This course is a comparative survey of European empires and their cultures of rule. Moving forward from the 15th century, students will trace and analyze the military and commercial rivalries of the modern imperialist powers that revolved around domination of global markets, territory, and resources, which brought profound disruptions and dispossession to peoples across the world, and which constitute the origins of continuing international conflicts and global inequalities in the world today. Fall (C9). This course is designed for students to understand Mao Zedong, the controversial leader of the Chinese Communist Party for more than 40 years, in the context of the Chinese revolution, as well as to

**HIS 314 - European Soc & Intell History (4)**
In this course students will critically analyze a range of influential ideas, ideologies, and epistemologies that defined socio-economic, political, and cultural modernity, situated in the historical conditions and contexts that produced and gave them meaning. Special consideration will be given the mutually constitutive relationship between social subjectivity and the production of knowledge by mapping its complex processes of association, circulation, appropriation, and contestation. Topics will include: classical liberalism and political economy, Enlightenment anthropology, ideologies of race, nation, and imperialism, conservatism, socialism, anarchism, feminism, fascism, and existentialism. Fulfills writing-intensive requirement. Prerequisite (any one of the following 200 level courses): HIS 213, HIS 214, HIS 217.

**HIS 315 - Britain and the Modern World (4)**
This course traces the evolution of the British Empire from its origins in eastern trade rivalries and North American settlement to its post-WWII decline and Commonwealth expansion. The core themes of this course are: colonialism and capitalism; colonial society, cultures of rule and resistance; empire and British identity; forms of imperial administration and policy; ideologies of empire and nation and the intertwining of imperialism and mass politics. Fulfills writing-intensive requirement. Prerequisite (any one of the following 200 level courses): HIS 213, HIS 214, HIS 217.

**HIS 317 - Wmn, Wrk, Family Mod Europe (4)**
In this course we will interrogate European modernity through the critical lens of gender and the standpoint of women's daily lives and experiences. We will explore the role of gender in both organizing and validating social power relations and subaltern identities. Topics we will cover include: class and gender; women's work and the impacts of industrial capitalism on gender norms and ideology; women in reform and political movements; domesticity and the public/private imaginary; gender, race, nation, and empire; feminism; socialist and liberal feminism; women and war; women's sexuality, culture, and sexual liberation theory. Fulfills writing-intensive requirement. Prerequisite (any one of the following 200 level courses): HIS 213, HIS 214, HIS 217.

**HIS 318 - War & Revol: Eur 1900-1945 (4)**
The first half of the 20th century was dominated by the fall out of two world wars fueled by the escalating tensions of imperialist rivalry, commercial competition, and aspirant nationalisms that carried over from the later 19th century. This course examines the transformative impact of total war on European societies and the world. Although we will certainly pay some attention to traditional military concerns, the course focuses more on the social and political effects of war in this era in Europe and other areas of the globe. Fulfills writing-intensive requirement. Prerequisite (any one of the following 200 level courses): HIS 213, HIS 214, HIS 217.

**HIS 332 - Revolution to Republic (4)**
This course will examine the causes of the United States War for Independence, the political and military drive for national sovereignty, and the protracted post-war struggle to resolve the contradictory promises of revolutionary ideology and shape the social and political context of the post-war period. Students can expect to think critically about the interconnections between topics ranging from class formation to territorial expansion to the ever-deepening national debate over slavery to the tremendous reorientation of family law in the United States. Through lively discussion, interesting reading in both primary and secondary materials, engaged writing, and optional off-campus public history explorations, students will gain substantive knowledge of the period, interpretive skills, and a grasp of the recent literature in the field. Fulfills writing-intensive requirement. Prerequisite: HIS 226.

**HIS 339 - Mao & Chinese Revolution (4)**
This course is designed for students to understand Mao Zedong, the controversial leader of the Chinese Communist Party for more than 40 years, in the context of the Chinese revolution, as well as to
understand the Chinese revolution through examining Mao's thought in depth. Was Mao a 'peasant revolutionary'? Why could Chinese Communist Party achieve victory in 1949? These are some of the topics this course attempts to address. Throughout the semester, we will read scholarly books on Mao and his thought, Mao's own writings, and a case study of the Chinese revolution. We will also watch some movies on the Chinese revolution. Fulfills writing-intensive requirement. Prerequisite: HIS 237, HIS 239, or HIS/POS 300. Spring

**HIS 340 - Late Imperial China (4)**
This course covers ancient Chinese history from the emergence of the Shang Civilization to the fall of the Sung Dynasty (10th century A.D.). It will include social, political, cultural, intellectual, and religious movements, such as Confucianism, Daoism, and Buddhism; and arts, crafts, and sciences like medicine, astronomy and printing. Fulfills writing-intensive requirement. Prerequisite: HIS 237, 239, or HIS/POS 300. Fall

**HIS 342 - Modern China (4)**
This course offers an interdisciplinary study of the historical development of China with an emphasis on the Peoples' Republic of China. Fulfills writing-intensive requirement. Prerequisite: HIS 239, or HIS/POS 300.

**HIS 346 - Chinese Women's History (4)**
This course surveys the history of Chinese women from the beginning to the contemporary time. Its focus will be on Confucian ideas of men/women relationships, concepts of masculinity and femininity, marriage practices, religious influence on women's lives, and revolutions and feminism during the Republican and Communist eras. Fulfills writing-intensive requirement. Prerequisite: HIS 231 or HIS/POS 300.

**HIS 347 - Cities in Chinese History (4)**
This course explores cities in late imperial and modern Chinese history. We will examine the spatial structure and the social and cultural institutions of Chinese cities through regular class sessions as well as a field trip to three representative cities in the late imperial and modern Chinese history: Suzhou, Beijing, and Shanghai. The historic cities of Suzhou and Beijing, both with a history of more than one thousand years, embody some important features of Chinese civilization. While Shanghai, a city at the crossroads between Chinese and Western cultures, epitomizes China's turbulent modern history as well as its role in the current global economy. This course is designed to help students explore the rich cultural and social history of these cities in order to get a better understanding of China's past and present. We will read several scholarly books on China's recent history and the history of these three cities during the spring semester. Meanwhile, students are expected to develop a research project with focus on one of these cities and complete a research paper after the field trip to China in May.

**HIS 349 - China and the World (4)**
This course examines China's contact with the outside world throughout history. Special attention will be given to the Chinese cultural sphere in East Asia, the Silk Road, China's relation with inner Asian peoples, and China's encounter with the West after the seventeenth century. We will focus on China's response to the outside world in different circumstances and explore the relation between cultural encounter and power.

**HIS 357 - Mexico (4)**
This course surveys the history of Mexico since independence with special emphasis on the causes, evolution, and consequences of the 1910 Revolution. Fulfills writing-intensive requirement. Prerequisite: HIS 249 or 251.

**HIS 367 - The Black Atlantic (4)**
This course examines the geographical and political transformation of the African diaspora that accompanied the end of slavery in North America and the rise of European imperialism in Africa. Students will analyze scholarly literature and primary sources that document the evolution of Jim Crow society in the postbellum south and the imposition of colonial regimes in West and Central Africa. Students will examine the impact of World War I on diasporic migration patterns, the rapid rise of black neighborhoods in global cities, and the widespread civil unrest that accompanied demobilization during the "Red Summer" of 1919. Assigned texts will include classic essays and protest speeches that critiqued the racial hierarchies that formed the basis for internal and overseas colonial practices throughout the Atlantic World. This radical discourse which emanated from American, Anglophone and Francophone spheres laid the foundation for revolutionary internationalism that later characterized the era of decolonization and civil rights. No prerequisites required. Fulfills US or Africa geographic requirements.

**HIS 368 - Urban America (4)**
This course examines patterns of urbanization from the formation of colonial mercantile cities, to antebellum walking cities, instant cities, and satellite cities. The rise of industrial metropolitan centers and their impact on hinterland production will be compared in multiple regions. Students will examine how municipal annexation, incorporation, zoning and redlining shaped access to resources. This seminar also analyzes the ways suburbanization, decentralization, demographic change and sunbelt investment impacted the original industrial urban core. Central themes will include the effects of the national and global economy on urban stratification, the urban crisis, and contemporary perspectives on the effects of gentrification and revitalization. Students will sharpen critical thinking skills by evaluating historical arguments and constructing evidence-based essays. Fulfills writing and diversity requirements.

**HIS 370 - The Great Migration (4)**
Students will study the transformation of African American communities from their predominantly southern and rural origins to the emergence of modern urban and suburban black America. The course will examine the impact federal policy and hiring practices had on African American stability while exploring movements for economic justice that tried to counter the downward mobility which characterized the Second Gilded Age (1980-2000). Open to majors and non-majors. Fulfills U.S. geographic requirement. Fulfills writing-intensive and diversity requirements.

**HIS 372 - American Dreams (4)**
Students will examine the ways in which different groups have articulated, embraced, and critiqued the American Dream. Since the very concept of the American Dream has been linked to liberty and the pursuit of happiness, this course will explore the political articulations of economically marginalized citizens as they struggled to survive de-industrialization, income inequality, and globalization. Open to majors and non-majors. Fulfills U.S. geographic requirement. Fulfills writing-intensive and diversity requirements.
HIS 380 - Special Topics (4)
The purpose of this course is to provide flexibility within the course offerings and an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular course offerings. Fulfills writing-intensive requirement.

HIS 383 - Recent US History (4)
This course explores in depth the economic, political, social and cultural changes in the United States since 1945. Topics may include the Cold War; the Civil Rights and other movements for social justice; the emergence of the politics of identity; the Vietnam era; the conservative turn in American politics; globalization. Fulfills writing-intensive requirement. Prerequisite: HIS 227.

HIS 384 - Spec Topics: African History (4)
The purpose of this course is to provide an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular African History course offerings. Enrollment is limited to departmental majors.

HIS 385 - Spec Topics: Asian History (4)
The purpose of this course is to provide an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular Asian History course offerings. Enrollment is limited to departmental majors.

HIS 386 - Spec Topics: European History (4)
The purpose of this course is to provide an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular European History course offerings. Enrollment is limited to departmental majors.

HIS 387 - Spec Topics: Latin Amer History (4)
The purpose of this course is to provide an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular Latin American History course offerings. Enrollment is limited to departmental majors.

HIS 388 - Spec topics: US History (4)
The purpose of this course is to provide an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular U.S. History course offerings. Enrollment is limited to departmental majors.

HIS 490 - Directed Readings (1 to 4)
Prior consent of faculty is required.

HIS 494 - Field Experience (1 to 15)
The field experience is intended to provide students in history with an opportunity to explore career alternatives. Students are placed at museums, historical sites, and historical sites or with organizations involved in archaeological research or archives management. Students are graded pass/fail on the basis of a letter of recommendation from the organization.

HIS 498 - Capstone Seminar (4)
This capstone course will be an examination of the history and politics related to a given topic that will vary by semester.

HIS 499 - Independent Study (1 to 5)

IEC - Inclusive Early Childhood Ed

IEC 100 - Intro Inclusive Erly Child Prog (0)
Candidates in the dual major of Inclusive Early Childhood (IEC) will have an opportunity during their first year or semester on campus to learn about the professional and service learning opportunities available to them while engaged in the study of their major. An overview to program requirements and expectations for professionalism will be examined. Fall, Spring.

IEC 146 - Yng Cldrn w/Disabil Inclu Sch (3)
A course blending instruction and field experiences designed to provide candidates with an understanding of young children with disabilities and exceptionalities, the similarities and differences that occur among individuals who are defined as exceptional, and how these variations relate to typical development. Candidates will examine and evaluate the legal, historical and cultural perspectives of disability within our culture as well as current issues in the field. Candidates will focus on early identification of children with disabilities, and early intervention models, as well as NYS Law Part 200 and the 13 identified categories of disability. The type and range of services available within national, state and local communities are examined, with a focus on home-school-community partnerships including children and families with limited English proficiency. Candidates observe, participate in, and implement course content through a 15-hour field experience. Fulfills diversity requirement. Spring.

IEC 230 - Found Erly Child Education (3)
The historical and philosophical foundations of early childhood education will be explored and connected to current issues in early childhood education. Early childhood program models will be examined. The course will emphasize home, school, and family connections and an appreciation of student diversity. Professional standards for early childhood educators will be explored. Five supervised field experience hours are required for this course. Students must obtain fingerprint clearance prior to beginning field experiences. Students must obtain fingerprint clearance prior to beginning field experience. IEC majors only. Spring.

IEC 231 - Infant, Toddler, Pre-Sch Devel (3)
This course will focus on the planning and implementation of developmentally meaningful assessments, curriculum, and instructional practices for children from birth to age 4 in accordance with state and national guidelines and standards across physical, social-emotional, cognitive, communication, adaptive (self-help) domains. Students will design and implement multidisciplinary, multimodal learning experiences that support learning through play, inquiry, cooperation, and creative expression. The importance of connections between home, school, and community for young children will be emphasized. Addressing the needs of monolingual speakers and children with disabilities will be emphasized. Prerequisites: EPY 245, IEC 230, IEC 146. 10 supervised field experience hours are required for this course. Students must obtain fingerprint clearance prior to beginning field experience. IEC majors only. Spring.

IEC 253 - Inclus Curr Design Pre K-Gr 2 (3)
This course will focus on methods for planning and implementing developmentally meaningful curricula for young children in accordance with state and national standards, informed by knowledge of child growth and development. Long-range and short-term models of planning for students with a variety of
learning needs, including students who are not native English speakers and students with disabilities, will be a focus. Performance-based, continuous progress monitoring, and formal, standardized assessment and analysis of data produced through the assessments will be an integral part of the focus on planning instruction. Models of curriculum, instruction and assessment appropriate for pupils’ individual needs, developmental levels, and interests will be studied including co-teaching and multi-tiered systems of support. Students will integrate all major content areas (language arts, science, math, social studies) and the humanities (art, literature, music, drama) in curricular and instructional planning. Students will develop plans for appropriate learning environments designed to support the growth of the child in all domains and develop further knowledge of the role of Individualized Education Plans. Students will be introduced to the use of positive behavior interventions and supports as they relate to instruction. Prerequisites: IEC 230, IEC 146, EPY 245, CSD 235. Co-requisites IEC 350, EPY 350. Spring. 20 supervised field experience hours are required for this course. Students must obtain fingerprint clearance prior to beginning field experience. Fall.

IEC 328 - Partnerships w/ Families (3)
This course is designed to provide candidates with the skills necessary to work with diverse families with emphasis on diversity of child-rearing, race, ethnicity, socio-economic status, and language, as well as the challenges associated with disability, poverty, illness, and abusive situations. Emphasis is placed upon understanding one’s own background and values as well as the differing values of others. Candidates will learn strategies to engage all families, including those whose experiences differ from their own, as well as those who express different viewpoints regarding child rearing. Through direct consultation with families as well as the agencies that serve families in need of support, candidates will practice the skills necessary for effective problem-solving, reflective listening and conflict resolution. Candidates will construct a resource guide to help them support and engage families in their future classrooms. 30 supervised field experience hours are required for this course in school and community settings. Students must obtain fingerprint clearance prior to beginning field experience. Program prerequisites: IEC 230, IEC 146, EPY 245, CSD 235, IEC 231. IEC 253, EPY 350, SED 366, SED 340, IEC 360 and IEC 385. 5-week immersion. Spring.

IEC 350 - Develop Assess young Children (3)
This course addresses assessment practices for young children (Birth-Grade 2) in the physical, social-emotional, cognitive, communication, adaptive (self-help) domains. The emphasis is placed on using systematic observation, documentation and other appropriate assessment tools and approaches, including norm-referenced, criterion-referenced and curriculum-based assessment as a means of making decisions about infants and young children’s development and learning and monitoring progress of children with exceptionalities. Information is linked to Individualized Family Service Plans (IFSP’s), Individual Education Plans (IEP’s) and the role of the family in the assessment process. 8 Field hours. Prerequisites: IEC 230, IEC 146, EPY 245, CSD 235, IEC 231. IEC 253, EPY 350. SED 366, SED 340, IEC 360 and IEC 385. Fall.

IEC 360 - Lang &Literacy Instruc Age 4-8 (3)
This course examines language and literacy instruction for students in prekindergarten, kindergarten, first, and second grades. Language and literacy development for monolingual and multilingual learners and students with disabilities will be reviewed. Assessments and research based instructional strategies for promoting early speaking, listening, reading, and writing skills in early childhood classrooms will be presented and practiced. Instructional materials, including diverse texts for young children, will be explored. Emphasis will be placed on differentiating language and literacy instruction to meet the diverse needs of young children including English Learners and students with exceptionalities. Prerequisites: IEC 230, IEC 146, EPY 245, CSD 235, IEC 231. IEC 253, IEC 350, EPY 350, SED 366 and SED 340. Co-requisite: IEC 385. 30 supervised field experience hours are required for this course. Students must obtain fingerprint clearance prior to beginning field experience. Fall, 5-week course, teacher candidates will be in schools Monday to Thursday during the school day.
ITA - Italian

ITA 101 - Identity and Culture (3)
With a communication-centered approach, this course begins with the elementary structures, expressions and vocabulary of the Italian language, with a significant focus on cultural aspects and/or current events of the Italian speaking world. After completing this course, students should be able to recognize words and simple sentences in familiar and everyday contexts. Students with more than one year of high school Italian should not take this course. Fall, Winter, Spring. (C3)

ITA 102 - Culture in Action (3)
A continuation of ITA 101. With a communication-centered approach, this course explores the elementary structures, expressions and vocabulary of the Italian language, with a significant focus on cultural aspects and/or current events of the Italian speaking world. After completing this course, students should be able to handle short social interactions, using written or oral language to communicate about familiar topics via phrases and simple sentences. Students with more than two consecutive years of high school Italian should not take this course. Fall, Winter, Spring. (C3)

ITA 203 - Memory and Culture (3)
A continuation of ITA 102. With a communication-centered approach, this course explores the intermediate structures, expressions and vocabulary of the Italian language, with a significant focus on cultural aspects and/or current events of the Italian speaking world. The hallmark of the intermediate level is that students can create with the language. After completing this course, students should be able to participate in short conversations about everyday situations, ask and answer questions, and write briefly using a series of simple sentences. Students with more than three years of Italian in high school should not take this course. (C3)

ITA 204 - Discovery and Culture (3)
A continuation of ITA 203. With a communication-centered approach, this course explores the intermediate structures, expressions and vocabulary of the Italian language, with a significant focus on cultural aspects and/or current events of the Italian speaking world. After completing this course, students should be able to understand the general idea of information on familiar topics from sentences and connected sentences. Elementary language proficiency is assumed. (C3)

ITA 499 - Independent Study (1 to 6)
Individual reading and research under direction of an Italian faculty member. Independent study must be on a topic not regularly offered in the Italian curriculum and may not substitute for a required course.

MAT - Mathematics

MAT 140 - Excursions in Modern Math (3)
Designed for the liberal arts student as an introduction to the real world of mathematics and financial literacy, this course takes the student through a variety of topics including consumer finances and voting systems. This course is designed as a Mathematics Liberal Arts course (MLA). Fall, Spring. (C6)

MAT 145 - Math Themes for Liberal Arts (3)
Designed for the liberal arts student, this course introduces a variety of non-technical applications of mathematics in the modern world and shows how mathematics plays an important role in everyday life. Suggested topics may include, but are not limited to, management science through graph theory, the study of voting strategies, patterns and fractals, coding and cryptography, and financial mathematics. The topics covered depend on the instructor’s interest and may change from semester to semester. Upon completion of this course, students should be able to cultivate an appreciation of the significance of mathematics in daily life and develop mathematical reasoning and critical thinking skills. This course may be taken more than once, provided that it addresses a different topic when taken again. This course is designed as a Mathematics Liberal Arts course (MLA).

MAT 180 - College Algebra (3)
This course is a study of the mathematical language of algebra as it pertains to basic functions such as linear, quadratic, and other polynomial functions. Students investigate how to reason with equations, graphs, and other algebraic representations and apply algebraic strategies to real-life contexts. Fall, Spring. (C6)

MAT 181 - College Algebra II (4)
This course is designed for education majors to strengthen their mathematical skills. Topics covered: Numerical Classification and Rules of Divisibility, Base 10 numeral system, Ratios/Proportions/Unit Conversions, Percents, Quadrilateral Geometry, Circular Geometry, Triangular Geometry, 3-Dimensional Geometry, Graphing data and graph interpretation and Manipulatives. Prerequisite: MAT 180. Spring.

MAT 184 - Elementary Statistics (4)
This non-calculus based course introduces students to the basic statistical concepts and techniques required for critically evaluating information, and developing decision-making skills. Topics to be studied include descriptive statistics; probability; inferential statistics; regression and correlation. Emphasis will be on understanding statistical methods, calculating statistics, and interpreting the results. Real-world applications from various fields such as business, health, behavioral and social sciences, education, biology, medicine, and industry will be discussed within each topic. After successful completion of this course, students will be able to demonstrate statistical literacy and the ability to think critically about information and how to make informed decisions and conclusions. See Placement Test policy under Academic Services. Fall, Spring. (C6)
MAT 185 - Pre-Calculus Mathematics (3)
This course provides an in-depth exploration of the common elementary functions that a student will meet in calculus: linear and higher degree polynomial functions, rational functions, exponential and logarithmic functions, and the trigonometric functions. General topics such as inverse functions, function composition, and the arithmetic for functions will also be discussed. If time allows, topics such as data analysis, matrix algebra, and difference equations will be presented. See Placement Test policy under Academic Services. Fall, Spring. (C6)

MAT 190 - Calculus 1 (4)
Calculus is the study of change. The topics of this first course of the calculus sequence are focused on differential calculus: continuous change and its applications. Topics include an introduction to functions, limits, continuity, differentiation, and its applications. Integration theory is also introduced. The topics are taught from the Archimedean 'Rule of Three' point of view: numerical, graphical and analytical. Use of technology is integral to this course. See Placement Test policy under Academic Services. Fall, Spring. (C6)

MAT 191 - Calculus 2 (4)
In the second course of the calculus sequence, the focus on integral calculus: the accumulation of quantities. The topics include techniques of integration and a variety of its applications, differential equations, and infinite sequences and series. The topics are taught from the Archimedean 'Rule of Three' point of view: numerical, graphical and analytical. Use of technology is integral to this course. See Placement Test policy under Academic Services. Prerequisite: MAT 190 or equivalent 4-credit course in Calculus 1. Fall, Spring. (C6)

MAT 201 - Calculus 3 (4)
The topics covered in this final course of the calculus sequence extend the concepts learned in Calculus 1 and 2 to three dimensions and to other coordinate systems. Topics include conic sections, polar coordinates, polar and parametric equations, topics from analytic geometry in 3-space, vector functions in 3-space, partial differentiation, and multiple integration. Technology is used extensively in this course. Prerequisite: MAT 191 or equivalent 4-credit course in Calculus 2. Fall.

MAT 240 - Linear Algebra (3)
Linear Algebra topics encompass finite dimensional vector spaces, linear transformations of a vector space and the representation of these transformations by matrices, determinants, eigenvalues and eigenvectors. Prerequisite: MAT 191 or permission of the instructor. Offered Spring as needed.

MAT 295 - Discrete Math Structures (3)
Discrete Mathematical Structures provides an introduction to logic through truth tables, informal and formal proof; mathematical induction; sets, sequences and functions; matrices; equivalence relations; and Boolean algebra. Prerequisite: MAT 180. Fall, Spring. (C6)

MAT 300 - Geometries (3)
From Euclid to Einstein: This course is designed to provide an overview of various types of geometries including, but not limited to Euclidean, non-Euclidean, projective, affine, finite. Geometry will be viewed through the lens of synthetic, axiomatic, and transformational approaches. Interactive geometry software will be used extensively. Prerequisite: MAT 191 or permission of the instructor. Fall.

MAT 302 - Differential Equations (3)
Methods of solving ordinary differential equations, first and second order equations; introduction to the use of Laplace transforms; solutions by power series. Prerequisite: MAT 191 or permission of the instructor. Offered as needed.

MAT 320 - Number Theory (3)
Number theory is the study of the properties of the integers particularly concerning prime numbers. For example, an integer k divides a nonzero integer m if there is an integer q with the property that m = qk. Topics include divisibility; congruences of degree one and two; Diophantine equations; quadratic reciprocity; simple continued fractions; algebraic numbers. Prerequisite: MAT 201 or permission of the instructor. Offered as needed.

MAT 350 - Abstract Algebra (3)
This course provides an introduction to groups, subgroups, rings, fields, integral and Euclidean domains, and polynomial rings. Isomorphisms will be discussed. Prerequisite: MAT 191 or permission of the instructor. Fall.

MAT 372 - Introduction to Probability (3)
This course contains elements of probability and combinatorial methods. Topics include both discrete and continuous probability distributions including binomial, Poisson, hypergeometric, and normal. Mathematical expectation, central limit theorems, and moment generating functions are also studied. Prerequisite: MAT 201 or permission of the instructor. Fall.

MAT 380 - Special Topics (3)
This is a special topics course where the material covered will vary depending on the students’ interests. Topics could include: differential equations, linear algebra, numerical analysis, linear programming, number theory complex variables and actuarial mathematics. Prerequisite: MAT 201.

MAT 395 - Discrete Mathematics II (3)

MAT 480 - Topics in Mathematics (1 to 4)
This course provides an opportunity for students to investigate a variety of advanced topics from various fields such as group theory, functional analysis, topology, statistics; choice of topics to be determined by students’ interest and background. Offered with permission of the mathematics faculty.

MAT 499 - Independent Study (1 to 6)

MUS - Music

MUS 100 - Repertoire (0)
This course is designed for students to gain listening, performing, pedagogical, clinical, and proper concert etiquette skills through assignments, attendance and informal performances within this class. Students perform a minimum of once a semester from literature exclusively selected by the applied teachers. Students will
document 5 (five) appropriate performances as members of the audience each semester.

MUS 101 - Music Theory I (3)
An introduction to the elements of music and how these elements are used to create music. Students will gain knowledge through exercises and the study, analysis, creation and performance of music examples. Prerequisite: successfully completed MUS 110 or passed basic musicianship assessment.

MUS 102 - Music Theory II (3)
An in-depth study of diatonic harmony and voice leading, two-part counterpoint and part writing in the four part chorale style of the Common Practice era. Students will gain knowledge and develop skills in harmony and voice leading through the study, analysis, creation and performance of music examples. Prerequisite: MUS 101.

MUS 103 - Ear Training and Solfege (2)
Intensive training in sight singing and melodic, harmonic, and rhythmic dictation, coordinated with the concepts of Music Theory. Prerequisite: Currently enrolled in or having successfully completed MUS 101.

MUS 104 - Ear Training and Solfege (2)
Intensive training in sight singing and melodic, harmonic, and rhythmic dictation, coordinated with the concepts of Music Theory. Prerequisite: MUS 103.

MUS 105 - Fund of Music Theory (2)
The course is designed for students to achieve the necessary skills and knowledge to enter MUS 101 and MUS 103. The course will emphasize fundamentals of music including written and aural skills. Music majors and minors only. (L05)

MUS 181 - Keyboard Harmony 1 (2)
Classroom piano instruction. Sight reading, harmonization, scales, chord progressions in all keys, and improvisation are incorporated. Prerequisite: MUS 181 before MUS 182 or permission of instructor. (for advanced keyboard harmony students MUS 261-282 may substitute for MUS 181-182).

MUS 182 - Keyboard Harmony 2 (2)
Classroom piano instruction. Sight reading, harmonization, scales, chord progressions in all keys, and improvisation are incorporated. Prerequisite: MUS 181 before MUS 182 or permission of instructor. (for advanced keyboard harmony students MUS 261-282 may substitute for MUS 181-182).

MUS 200 - Convocation (0)
This class is designed for students to develop formal performance, listening and concert etiquette skills. The student's applied teacher exclusively selects the literature for each performance. Students perform a maximum of once a semester according to the performance schedule created during the previous semester.

MUS 206 - Transc & Contemp Ear Train I (2)
In order to survive in today's professional music world, it is incumbent upon all contemporary songwriters and musicians to develop an understanding of the components of modern music, especially 20th century styles. Some essential elements include chord structures of diatonic harmony, voice leading, contemporary chord progressions, fundamental and advanced modes for improvisation and songwriting, and stylistic phrasing. Through active listening and transcription, this course will help students develop the necessary tools to decipher what they are listening to, apply it to their respective instruments, and ultimately incorporate their newly acquired skills into their working tool bag. Prerequisite: MUS 101.

MUS 207 - Contemporary Harmony I (3)
Contemporary popular music, in all of its forms and genres, makes use of 5 distinct harmonic languages. Each of these harmonic systems have a unique set of rules pertaining to voice leading, counterpoint, and use of chromaticism. Contemporary Harmony I is an introduction to the foundations of these harmonic systems, with analysis of musical examples in each language for the purpose of uncovering how to hear, write, and understand contemporary music. This course will be followed in the Spring 2021 semester by a more advanced class that will explore the most sophisticated and chromatic musical languages used in contemporary and popular music today.

MUS 208 - Transc & Contemp Ear Train II (2)
It is incumbent upon all contemporary songwriters/musicians to develop an understanding of the components of modern music (including 20th century styles and their derivatives) if they want to survive in today's professional music world. Essential elements including chord structures (diatonic harmony), voice leading, early and contemporary chord progressions, fundamental and advanced modes for improvisation/songwriting, and stylistic phrasing to name just a few. Through active listening and transcription, Transcription and Contemporary Ear Training II will build upon the skills developed in MUS 206, help students develop the necessary tools to decipher what they are listening to, apply it to their respective instruments, and ultimately incorporate their newly acquired skills into their working tool bag. Prerequisite: MUS 203 or MUS 206.

MUS 210 - Contemporary Harmony II (3)
This course complements the work done in Contemporary Harmony I, adding a global perspective to the theory and practice of popular music traditions. Detailed listening and analysis will accompany composition projects that explore a serious of advanced structural concepts. To fulfill the writing-intensive component of the course, students will participate in content-producing teams that parallel the multi-layered stages of real-world music writing newsrooms, PR firms, management companies, record labels and academic journals. Prerequisites: MUS 101 and 102.

MUS 253 - Jazz: Historical Overview (3)
A history of jazz, America's only original art form. A survey of the art from its West African origins to the present. Open to all students. Fulfills diversity requirement. Fall.

MUS 254 - History of Rock (3)
A study of the development of rock and roll from its rhythm and blues roots to the present. Open to all students. Fulfills diversity requirement. Spring.

MUS 255 - Survey of Music 1 (3)
A brief history of western music from antiquity to Beethoven. The innovations of musical styles are highlighted. Open to all students. Fall.

MUS 256 - Survey of Music 2 (3)
Romantic period to the present. Special emphasis on post-Romantic, current trends, and American Musical Theater. Open to all students. Spring.
MUS 257 - Music Technology (3)
Project-based course utilizing computer applications including word processing, spreadsheet, database, web and media presentations. Emphasis on music software and hardware encountered in the interaction of music technology with the creative process. Includes MIDI sequencing, notation, CAI, and digital recording. Course activities focus on computer use in a Digital Audio Workstation/Recording Studio environment. (C7)

MUS 258 - Music Fundamentals (3)
The study of reading and writing music, music theory, and basic knowledge of the piano keyboard. Open to all students. Fall.

MUS 272 - Music Theater Workshop (0 or 1)
Musical Theater Workshop is a performance ensemble that focuses on staged Musical Theatre repertoire of the 20th and 21st centuries. Students will take part in both scene programs and full productions, as well as course units that provide background training. They will explore all aspects of the works studied, including musical and theatrical style, interacting with others on stage, preparing a role, and communicating flexibly and freely to an audience.

MUS 280 - Music Industry Ensembles (0 or 1)
The Studio Musicians Recording Ensemble provides students the opportunity to develop performance and improvisation skills, as well as explore original compositions and arrangements. Small combos of varying instrumentation in actual session rehearsals and recordings.

MUS 281 - Keyboard Harmony 3 (2)
Skills include scales, progressions, inversions, cadences, sight-reading and harmonization in all major and minor keys; diatonic harmonies and all parallel concepts learned in music theory. Basic improvisation, harmonization of classroom and fakebook literature and appropriate repertoire are included. Prerequisite: Previous semester or permission of instructor. (for advanced keyboard harmony students MUS 281-282 may substitute for MUS 181-182).

MUS 282 - Keyboard Harmony 4 (2)
Skills include scales, progressions, inversions, cadences, sight-reading and harmonization in all major and minor keys; diatonic harmonies and all parallel concepts learned in music theory. Basic improvisation, harmonization of classroom and fakebook literature and appropriate repertoire are included. Prerequisite: Previous semester or permission of instructor. (for advanced keyboard harmony students MUS 281-282 may substitute for MUS 181-182).

MUS 287 - Electric Guitar Ensemble (0 or 1)
This ensemble incorporates aspects of modern music performance and recording. The course includes sight reading, improvisation, comping and working with a rhythm section utilizing various recording techniques as applied to different styles of music. Creative assignments of various styles, composed and arranged by each student and performed in the studio by the ensemble, are used in conjunction with other repertoire. Audition or permission of instructor required.

MUS 289 - Symphony Orchestra (0 or 1)
This ensemble is a full orchestra consisting of strings, winds, and percussion which presents at least two concerts per academic year. The repertoire studied and performed is comparable to that of a professional orchestra. The Saint Rose Symphony Orchestra Concerto Competition and Saint Rose Symphony Orchestra Composition Contest are facilitated throughout this ensemble to features the most outstanding student performers and student composers at the college. Audition not required for music majors with a stringed instrument as their primarily applied instrument. Audition required for non-music majors string players. Winds auditions are linked to the Wind Ensemble auditions.

MUS 291 - Saint Rose Chorale (0 or 1)
The Saint Rose Chorale is a multi-genre ensemble that explores vocal traditions of the Americas. As we study popular and folk repertoire, we explore new performance techniques, appreciate distinct approaches to harmony and learn music by ear or with notation as needed. As part of the group, you'll become a more flexible vocalist and build your harmonizing, sight singing and arrangement skills! The Chorale performs for a variety of college and community events during the year. Audition not required for music majors. Permission of instructor required for non-music majors.

MUS 292 - Wind Ensemble (0 or 1)
The Wind Ensemble features 45-55 of the finest wind and percussion performers at the College. Composed primarily of graduate and undergraduate Music majors, the group performs concerts on campus, as well as at invitational performances locally, and at the state and national level. They perform the highest quality of repertoire available for winds and percussion. Membership is by audition and open to all students. All wind and percussion majors MUST audition each semester for proper placement. Students who do not audition will not receive major ensemble credit toward graduation regardless of enrollment.

MUS 295 - Jazz Ensemble/Vocal (0 or 1)
Membership is open to all students and members of the College community. The group performs repertoire encompassing music from various styles and genres in the jazz idiom. Emphasis is placed upon individual and group singing, improvisation and stylistic practices.

MUS 299 - Jazz Chamber Ensemble (0 or 1)
A small jazz group that performs the standard jazz repertoire from the 1940s through present-day. Membership is by audition and is open to jazz instrumentalists and vocalists.

MUS 300 - Composition Seminar (0)
Students will meet in a class seminar setting to participate in discussions and activities related to the creation and performance of original musical works.

MUS 301 - Music History 1 (3)
A study of the evolution of musical style, the individuals and societal issues influencing that evolution and representative music literature from ancient Greece to the conclusion of the Baroque era. To facilitate understanding of issues related to style, students will analyze, perform and create music examples. Prerequisite: MUS 102. Fall

MUS 302 - Music History 2 (3)
A study of the evolution of music style, the individuals and societal issues influencing that evolution and representative music literature from the pre-Classical era to the present. The course will include units in vernacular music (jazz and popular music) and World Music. To facilitate understanding of issues related to style, students will analyze, perform and create music examples. Spring

MUS 334 - Orchestration & Instrumentation (3)
A blended approach to arranging and orchestration that moves between MIDI sequencing and staff notation. Students will
complete a series of creative exercises (of increasing complexity) for rhythm section and strings. They will build MIDI realizations of score excerpts to master basic expressive parameters in Logic, study the functions of different instruments, and learn notational conventions in a variety of styles. They will also arrange original compositions in Logic and create a clear condensed score for a large ensemble. Prerequisites: MUS 207 or 208.

**MUS 350 - Recording Engineering (4)**

Studio course focusing on multi-track recording techniques and equipment operation. On-site experience in professional sound studio. In addition to the published class time, an additional 2-hour, weekly lab component is required. Fall.

**MUS 351 - Jazz Arranging (3)**

Students are taught to apply jazz harmonic principles to arranging music for jazz/pop groups. Spring

**MUS 352 - Songwriting (3)**

This course explores process, structure and style with the goal of establishing a regular rhythm of independent and collaborative songwriting. Students will present at least six songs during the semester. Participation in feedback sessions and reflect on how their work is in dialogue with contemporary musicians in their own genre(s). Prerequisites: MUS 102.

**MUS 353 - Music Business Survey (3)**

A survey of the recent history and evolution of the music business, this course acquaints students with career options in the music field. It examines the legal requirements and procedures encountered by the professional musician and music professional involved with creation, performance, protection, publication, recording and promotion of commercially viable music. Fall.

**MUS 354 - Intro to Pro Tools (3)**

Introduction of Pro Tool which explores modern technology for recording live instruments, MIDI sequencing, sinphonia sequencing in AVID Pro Tools HDX environment. Prerequisite: MUS 350.

**MUS 355 - Improvisation I (1)**

Structures of improvisation from the most basic principles to a level commensurate with the student's skill on his/her instrument. Fall

**MUS 356 - Improvisation II (1)**

Structures of improvisation for intermediate-level performers. Spring

**MUS 357 - Advanced Songwriting (1)**

Students who have completed the Songwriting Workshop course have the option to continue their study and take their songs from drafts to fully-formed compositions. They will attend a section of Songwriting Workshops (MUS 352) throughout the semester, and have regular in-class performance time for feedback from the instructor and classmates. For each songwriting prompt, they will have additional requirements that target fine-tuning of form, lyrics, harmony, notation and laying the foundation for arrangements and production. This 1 credit class is ideal for Music Industry students at the junior level who are preparing proposals for their Senior Projects. Prerequisite: MUS 352.

**MUS 390 - Junior Recital (1)**

With faculty approval, students prepare and perform either one-half hour solo or one-hour shared recital. Students must be enrolled in applied music during the semester in which they present their junior recital performance.

**MUS 391 - Optional Music Recital (0)**

With faculty approval, students prepare and perform either one-half hour solo or one-hour shared recital. Students must be enrolled in applied music during the semester in which they present their junior recital performance. This is an elective course in which students are responsible for all associated costs.

**MUS 392 - Applied Music: Primary (2)**

Fourteen 50-minute private music lessons.

**MUS 393 - Applied Music: Primary (1)**

Fourteen 50-minute private music lessons.

**MUS 394 - Secondary Applied Music (0)**

Fourteen 25-minute, or seven 50-minute, private music lessons.

**MUS 396 - Secondary Applied Conducting (1)**

Fourteen 25-minute, or seven 50-minute, private music lessons.

**MUS 397 - Applied Composition (1)**

Private instruction in the areas of music composition, arranging, and songwriting based on students’ original work.

**MUS 423 - Music Entrepreneurship (2)**

Music Entrepreneurship investigates the path of the musician in discovering professional and career opportunities in the ever-changing 21st century culture. Topics include goal-setting, networking within and outside of community, cultivating professional relationships and partnerships, effective development and use of promotional materials, funding and financial management, and others. A wide range of career options will be explored, including creating music studios for private instruction.

**MUS 450 - Senior Performance (0)**

With faculty approval, students choose a final recital format. This project will include at least one of the following: (1) a one-half hour shared recital, (2) a full-hour solo recital. Students must be enrolled in applied music during the semester in which they present their senior performance.

**MUS 452 - Record Production (4)**

Studio course in which the student assumes the role and responsibilities of a staff producer at Saints and Sinners Sound Studio and focuses on mastery of production skills, as well as intermediate and advanced recording and mixing techniques. Prerequisite: MUS 350. In addition to the published class time, an additional 2-hour, weekly lab component is required. Spring.

**MUS 453 - Senior Studio Project/Seminar (3)**

An individualized semester of studio production in which the student undertakes an album-length project in consultation with the Music Industry Program coordinator. This project gives the student the opportunity to incorporate writing, arranging, performing,
The purpose of this course is to establish a foundation in nursing, beginning with a study of the nurses who have developed the profession through leadership, knowledge and theory. Students will begin with a study of the nurses who have developed the theories of Jean Watson and Kristen Swanson on caring and Sister Barbara’s work on the science of caring.

"Caring is the essence of Nursing." (Jean Watson) This course will examine them as separate entities as they relate to professional nursing. Concepts such as self-care, compassion, communication, advocacy and collaboration will be stressed. The theories of Jean Watson and Kristen Swanson on caring and Sister Simone Roach's 5Cs of caring will be applied.

NSG 110 - Foundations of Prof Nursing (2)
The purpose of this course is to establish a foundation in nursing, beginning with a study of the nurses who have developed the profession through leadership, knowledge and theory. Students will be introduced to the ethics, values, accountability, role, empowerment, nursing process and professional standards. The concepts of health, determinants of health and lived experience will be examined from the individual to population level perspectives. The role of illness prevention in nursing practice will be identified.

Introductory content will build a framework for beginning engagement of evidence-based practice, culturally congruent practice, communication skills and practice for quality and safety in healthcare.

NSG 211 - Pharmacology (3)
Pharmacology is a theory course that introduces the basic principles of pharmacology and nursing implications within the framework of nursing process. The science of pharmacology is discussed with an emphasis on the actions, side effects, adverse effects, and nursing implications of drug prototypes within each drug classification. Students will holistically view individual patients and the pathophysiology at the root of illness, the rationale behind prescribed drugs for them and a plan for safe effective treatment. Prerequisites: BIO 199, CHM 170, NSG 110.

NSG 291 - Health Promotion & Wellness (6)
Students will trace the history of professional roles and responsibilities in nursing practice and health care delivery systems to present day. Legal, ethical and moral accountability will be introduced with emphasis placed upon the professional roles of helper and partner in the promotion of health and wellness. Through the development of skills in interviewing and assessment, students will identify varying degrees of health and wellness for individuals and families across the lifespan. An appreciation of differences in people and their perceptions of wellness will be fostered to better enable students to assist individuals and their families recognize the value of health and wellness and encourage personal responsibility. Prerequisites: BIO 199, ENG 105, PSY 101.

NSG 292 - Health Maint, Restor & Support (9)
Application of the physical, social, and behavioral sciences enables students to analyze factors affecting health and wellness. Students identify, apply, monitor and evaluate interventions to promote a higher level of health when illness has interfered with daily living. Sensitivity to differences in individual families’ responses to alterations in health emphasizes the significance of the partnering role of the nurse. Therapeutic interventions include health teaching and the development of such skills as intravenous and nutritional support, medication administration and maintaining asepsis. Prerequisites: BIO 200, NSG 291.

NSG 300 - Transformational Nursing Ldrship & Mgmt (3)
The goal of this course is to assist the student to distinguish the difference between management and leadership, and identify the characteristics of the leader which are most effective for creating change for the benefit of the patients and health care agency in which the nurse leader functions. Management, leadership, change and innovation theories are used to evaluate nurse leader roles across a variety of settings. Students will evaluate costs, quality of care, patient advocacy, resource management, excellence in practice, interdisciplinary, collaboration, communication, evaluation of outcomes and performance improvement.

NSG 310 - Crit App High Acuity Nsg Pract (3)
This course explores the role of professional nurses within healthcare teams operating in high acuity disciplines. Drawing from contemporary nursing theory and practice, students will engage in a comprehensive exploration of advanced strategies for applying critical thinking and reasoning that are essential for ensuring the safety and well-being of critically ill patients. The course provides the foundation of clinical judgment for practicing high acuity nurses while developing their clinical judgment and reasoning abilities in the context of complex medical patients. The course is designed for
students with an interest in critical care, emergency, or other high acuity areas, allowing them to gain an understanding of healthcare team dynamics and the complex multidimensional care of the patient.

NSG 311 - Evidence-Based Practice (4)
The purpose of this course is for students to understand how evidence is developed and used to guide nursing practice. Specifically, the course focuses on identification of practice issues and appraisal and integration of evidence to improve nursing practice and patient outcomes. The research process, clinical judgment, inter-professional perspectives and patient preference are examined. Students will learn how to integrate reliable evidence from multiple ways of knowing to inform practice and make clinical judgments to improve patient outcomes. Strategies to disseminate evidence supporting best practices are a component of the course. Prerequisites: ENG 105, PHI 102. Corequisite: SOC 288.

NSG 320 - Transcultural Nursing (3)
This course examines cultural aspects of health care. Transcultural issues will be explored using theory and the six cultural phenomena that shape care. Increased awareness of culturally diverse health care and understanding of the impact of cultural beliefs, values, and practices upon health and health care delivery is a direct outcome of this course. The student explores and reflects upon their own cultural beliefs related to health and health care delivery and examines behaviors, cultural perspectives, and barriers to transcultural communication. An emphasis is placed on recognizing contemporary challenges and developing skills needed to provide cultural competency for health care practitioners. Faculty-led travel will enhance learning by immersion into a different culture. Prerequisite: NSG 100 or PHI 102 or other ethics course.

NSG 322 - Community & Public Health Nursing (3)
The purpose of this course is for students to identify the nurses’ role in promoting population health. Students will develop skills and knowledge to assess population level determinants of health and will utilize public health benchmarks and appraisal of efficacy of interventions to design public health interventions. In a community clinical setting, students will engage both population health concepts, as well as best practices in direct care community settings health and will focus on family and other environmental systems. Particular focus will be placed on developing assessment skills, compassion and expression of caring through understanding of lived experience of health and wellness in the community. Students will gain exposure to diverse nursing roles in community settings, will explore realms of intervention in nursing care in the community and will relate community health concepts to nursing professional ethics and concept of nurse citizen. Students will develop knowledge, skills and disposition to work with others who serve communities and to engage health policy work to serve communities. The concepts of environment systems, and upstream nursing theory will be integrated into course content. Prerequisites: NSG 359.

NSG 340 - Population Health Assessment (3)
This course focuses on the role of the bachelor’s nurse in impacting population health and a culture of wellness. The focus of the course is to provide an overview of population health, discuss the essential goals of population health, its impact on the patient, examine moving care into the community, discuss the business of population health, examine research in population and discuss cases studies will applying the profession role of the nurse.

NSG 385 - Psych & Mental Health Nursing (3)
Students will expand their knowledge and skills in administering and monitoring care to individuals and families experiences alterations in health and wellness in the area of mental health. Theory and practice is directed towards development of skill and comfort in intervening with clients in this area. Theory content contains knowledge of mental health disorders, treatment, and nursing interventions with the expectation that the student will apply this knowledge in the diagnosing and treating of human responses in the practicum. Clinical experiences include in-patient and out-patient, crisis intervention, and other specialty areas within behavioral health. Prerequisites: NSG 292, PSY 210.

NSG 394 - Complex Main, Res & Sup: Wm & Ch (6)
Students will expand their knowledge and skills in administering and monitoring care to individuals and families experiencing multi-system and rapidly changing alterations in health and wellness. Complexity is evident in the alteration of health status as well as the types of therapeutic interventions. Physical, social, and behavioral sciences and advanced technology are applied in the diagnosing and treating of human responses in a variety of settings. Clinical experiences include inpatient and outpatient in the maternal-child specialty areas. Prerequisites: NSG 292, PSY 210.

NSG 395 - Coordinating & Improving Care (10)
This course is designed to broaden the students’ perspective of the nurse’s role in influencing and improving health care systems and practices. Evidence-based rationales for nursing care provide a foundation for learning. Emerging health care concerns, governmental regulations, and financing are discussed to provide a more global view of nursing. Students apply management and leadership principles to previously acquired knowledge, skills and attitudes to promote quality care for a group of individuals. Nursing informatics is applied to foster improved standards of care. Learning experiences are designed to ease the transition of student to that of graduate nurse. Clinical experiences include medical-surgical and critical care. Prerequisites: NSG 385, NSG 394.

NSG 400 - Research in Nursing (3)
This course addresses the principles of scientific inquiry and introduces the baccalaureate nursing student to the development of nursing as a science. Professional standards of practice regarding the ethical obligation to safeguard human subjects that impacts the professional nurses practice and participation in research activities will be discussed. Students learn to critically review qualitative and quantitative research designs and explore their relevance. An understanding of the major steps of the research process fosters the acquisition of analytical thinking, problem solving, and critical appraisal skills. The opportunity to critique selected research studies and write a research proposal allows the student to apply knowledge of the research process and to understand how research findings and evidence-based practice (EBP) provide the basis for nursing practice. Prerequisite: SOC 288.

NSG 485 - Senior Nursing Practicum (4)
This course allows the student to bring nursing theory, research, and practice into a culminating experience. Opportunity for collaboration with peers and faculty is provided as the student works within a clinical setting to develop and complete an evidence based practice (EBP) project. Results of this scholarly work will be presented in a poster presentation and paper. Using a critical reflection process, personal and professional values/ beliefs are reexamined as the bachelor’s prepared nurse develops their own philosophy of nursing and professional portfolio. There is a 90-hour
PBH - Public Health

PBH 111 - Intro to Public Health (3)
This course is designed to introduce the various aspects of Public Health which is a field that is meant to better the health of all those in society. Areas included will be the history of public health, the tools of public health research, a look at various diseases that cause a public health risk, the laws and policies and health care system. The class will include a look at the forces that create differences in health (the demographic, epidemiologic, and disease factors of transmission) along with a critical look at the policies directed at issues. A final project will demonstrate knowledge of Ten Essential Public Health Service, along with oral and written skills. Prerequisite: PBH 312. Fulfills the writing-intensive requirement. Spring.

PBH 496 - Senior Sem in Public Health (4)
This seminar is open to Public Health majors and minors in their senior year. A basic course goal is to help students integrate the knowledge and skills acquired in previous Public Health courses. The class will include a look at the forces that create differences in health (the demographic, epidemiologic, and disease factors of transmission) along with a critical look at the policies directed at issues. A final project will demonstrate knowledge of Ten Essential Public Health Service, along with oral and written skills. Prerequisite: PBH 312. Fulfills the writing-intensive requirement. Spring.

PBH 499 - Independent Study (1 to 4)

PED - Physical Education

PED 103 - Tennis (1)
Beginning tennis skills, history, etiquette, rules, scoring, etc. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Offered at nearby courts within walking distance. Fall.

PED 104 - Bowling (1)
Basic bowling skills, history, etiquette, rules, scoring, etc. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Student responsible for transportation. Additional fee charged. Spring.

PED 105 - Ballrm Flk Sq Dan (1)
A variety of popular dances will be taught including the waltz, polka, Irish jig, Mexican hat dance, swing plus more. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Fall.

PED 106 - Broadway Dance (1)
This course will introduce musical theatre dance fundamentals such as technique, vocabulary, musicality, sequencing, movement quality, strength, flexibility, and spatial awareness. Students will explore how to move within their own range of motion with correct alignment. In conjunction with the Physical Education department's course work, students will research and gain knowledge to enhance their ongoing wellness/fitness goals. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Fall.

PED 107 - Aerobics (1)
Warm-ups, cardiovascular workouts, cool-downs and toning exercises performed to popular music selections. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component that consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Fall.
component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions.

PED 108 - Tap Dancing (1)  
This class focuses on percussive footwork, rhythm and style. It will stress the basics of tap while teaching musicality, dynamics and rhythm. Students will learn a variety of tap styles from Broadway to Rhythm Tap. It will incorporate warm ups, time steps, extended phrases and improvisation exercises. Tap shoes required.

PED 109 - Swimming (1)  
All non-swimmers and swimmers who wish to improve their swimming strokes are most welcome! All levels of American Red Cross swim courses taught as well as lectures on aquatic related topics. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Fall.

PED 110 - Water Aerobics (1)  
Warm-ups, cardiovascular workouts, and cool-downs performed to music selections in the pool. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Fall.

PED 111 - Hip Hop Dancing (1)  
This class introduces the different urban dance forms such as popping, locking and breaking. It will develop performance skills including rhythm, stamina, strength, agility, coordination, musicality and expression. It will begin with a basic warm up, isolations and technique followed by choreography and an opportunity for freestyle.

PED 112 - Jazz Fitness (1)  
Jazz Fitness is a holistic approach of incorporating musical therapy with physical fitness activities while learning about the 7 special physical education dimensions. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Fall.

PED 113 - Lifeguarding (3)  
American Red Cross course designed to train one to be a lifeguard. Instruction on safety aquatic skills and information, as well as CPR. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Certification fee. 550 yard continuous swim prerequisite. Spring.

PED 114 - Water Safety Instructor (3)  
American Red Cross certification course designed to train one to be a swim instructor. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Certification fee.

PED 116 - Canoeing (1)  
Course designed to instruct on basic canoeing skills, rope work, history, terminology, trip planning. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Prerequisite: basic swimming skills. Offered off campus. Summer.

PED 117 - Figure Skating (1)  
Forward/backward stroking, forward/back crossovers, swizzles and stops as well as history, terminology, and ice safety. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Offered at a rink within walking distance. Spring.

PED 118 - First Aid/CPR/AED/Epi/Asthma (3)  
American Red Cross certification in both First Aid and Cardiopulmonary Resuscitation Skills for immediate and temporary care of the injured or ill. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Certification fee. Spring.

PED 120 - Self Defense (1)  
The most adaptable weaponless defense methods taken from various self defense programs. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions.

PED 122 - Dance Fleurry! (1)  
This class will introduce dancing of a wide variety of international dances including but not limited to Irish, Scaninavian, Arabic, Jamaican, etc. This will also introduce American dances such as the Lindy, Contra dances, waltzes, etc. The course will meet for some classes on campus and other classes will be held at the Dance Fleurry Conference in Saratoga Springs, NY. Fundamentals such as technique, vocabulary, musicality, sequencing, movement quality, strength, flexibility, and spatial awareness will be taught. Students will explore how to move within their own range of motion and style in a positive, friendly and supportive learning environment for beginners as well as advanced dance students. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic and loving relationships dimensions.

PED 123 - Sailing (1)  
Basic sailing skills, history, terminology, nautical rules, weather principles, etc. Includes off-campus lake outing. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Fall.

PED 125 - Windjammer Sailing Fitness (1 or 2)  
Learn beginner and advanced sailing skills while living on a 1871 National Historic Landmark sailing vessel exploring spruce-fringed islands, gunkholing amongst secluded coves, visiting remote fishing villages, and reaching across the bays that lap the Maine coast. Students will experience working as first mates, with the captain, in the galley, etc. Once a year, the entire fleet-the largest fleet of Tall Ships in the Americas-rift up together for a celebration of our national nautical heritage and American roots-inspired acoustic music. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic and loving relationships dimensions. Fall.

PED 126 - Golf (1)  
Basic golf skills, history, etiquette, rules, scoring, etc. Fees required. Transportation needed to off-campus activities & allow extra
driving time. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Fall.

**PED 127 - Wellness on the Go! (3)**
This course is designed for the busy student who cannot come to campus weekly to take the course face-to-face, or finds it more convenient to take the course online. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. This course will explore these dimensions in more depth and explore how to implement these healthy practices into today's busy lifestyle.

**PED 128 - Jogging (1)**
This course will assist the student to design and implement a jogging program. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Spring.

**PED 129 - Hiking (1)**
Outdoor skills for hiking a variety of terrains. Includes numerous mandatory off-campus hikes. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Transportation required.

**PED 132 - Winter Fitness (1 or 2)**
Winter Fitness is a 3-day January immersion course that will be held at the 'Sound of Music' Trapp Family Lodge in Stowe, Vermont. Activities include cross country skiing, snowshoeing, winter hiking, rock climbing, & outdoor hot tubbing. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Transportation needed.

**PED 135 - Racquetball (1)**
Basic racquetball skills, history, etiquette, rules, scoring, etc. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Offered off-campus. Transportation required.

**PED 136 - Spring Fitness (1)**
A 3 day study of wellness/fitness activities thru Norman Rockwell's artistic perception. This course will be held at the Red Lion Inn in Stockbridge, Massachusetts. The course will instruct the students on wellness as well as spring fitness activities such as walking, hiking the trails, and bicycling. Lectures will be held on rock climbing, hot tubs, and the Berkshires. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Room/Board fee about $375. Transportation needed. Spring.

**PED 137 - Summer Fitness (1)**
A 3 day weekend fitness course in September/October that will be held at the Silver Bay Inn on Lake George. The course will instruct the students on wellness as well as summer fitness activities such as hiking Adirondack Boy Scout trails, canoeing or kayaking, archery, and rock climbing. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Fee for lodging, meals, and rentals will be about $350. Transportation needed. Fall.

**PED 138 - Project Adventure (1)**
Unique course which emphasizes cooperation rather than competition, low-skill rather than high-skill activities as well as problem solving games, trust activities, and challenges by choice. First Year students will have the opportunity to bond with other students in mutually respective manner as well as learn to critically think and be interdependent. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions.

**PED 140 - Introduction to Clowning (1)**
Beginning skills of clowning including single & double stunts, tumbling, mime, juggling, ballooning, circus arts, make-up, costuming, etc. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions.

**PED 142 - Body Sculpting (1)**
Cardiovascular exercise improves your cardiovascular endurance and burns calories while resistance training strengthens bones and sculpts the body using body weight and dynabands. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions.

**PED 143 - Cardio & Strength Training (1)**
This course is a combination of cardiovascular exercise and strength training using hand weights. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions.

**PED 144 - Weight Training (1)**
This course will instruct the student on the major muscle groups, weight training guidelines/principles and how to design an individualized program. Course focuses on weight machines, etc. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions.

**PED 148 - Modern Dance (1)**
This class introduces students to the basic principles of modern dance technique. Students will investigate elements of time, space, energy, and creative process. Emphasis will be placed on utilizing proper body mechanics, and fitness for continued health and wellness. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions.

**PED 150 - Phys Ed/Child Ed Tchr (1)**
Methods, materials, and programs to use when teaching physical education. Recommended for all students whose majors involve K-6 children and want 'hands on' teaching experience with children. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical,
emotional, career, intellectual, altruistic, and loving relationships dimensions.

PED 153 - Weight Control: Nutrition&Mvmt (1)
This course is designed to teach the student how to manage a healthy weight through healthy eating, exercise and physical activity patterns and habits. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions.

PED 156 - Step Aerobics (1)
Warm-ups, cardiovascular workouts, cool-downs, and toning exercises performed on steps as well as the floor. All done to popular music. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions.

PED 157 - Walkerize (1)
This course is designed to instruct the students on different ways (hiking, mall walking, treadmills, walkathons, etc.) to enjoy the activity of walking. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Transportation needed for off-campus activity. Summer.

PED 159 - Zumba (1)
Warm-ups, cardiovascular dancing, cool downs and toning exercises performed to international rhythms. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions.

PED 162 - Bicycling (1)
History, terminology, equipment selection, and bicycle maintenance, etc. as well as a short off-campus and long (10-mile) off-campus mandatory Saturday bicycle tour. Course is designed for all ages/fitness levels. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Transportation & bicycles needed. Summer.

PED 163 - Mountain Fitness (1)
A 2 day Spring course held at Mohonk Mountain House at New Paltz, New York. Mountain Fitness activities include ice skating, snow shoeing, and winter hiking as well as spa activities at the #1 rated spa in the United States. Each course includes a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Equipment rentals are included in the room/board fees; the total dollar amount is listed on the course schedule. Students provide their own transportation. Spring.

PED 165 - Pilates (1)
Students learn how to apply basic mind/body skills, general group exercises, and proper spinal alignment/breathing techniques used in Pilates based exercise. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions.

PED 166 - Jazz Dance (1)
This class will introduce jazz dance fundamentals. Emphasis will be placed on primary technique such as isolations, jumps, turns, rhythm and dynamic movement patterns. Course work will support wellness and fitness goals through personal evaluations and research. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Spring.

PED 172 - Healthcare Wellness (2)
Various aerobic, resistance training, relaxation programs as well as in-depth lectures on wellness principles with special emphasis on current issues concerning healthcare programs and nursing. This course is suggested for any students especially Nursing major students. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Fall.

PED 175 - Wellness (3)
Various aerobic, resistance weight training, relaxation programs, as well as in-depth wellness principles. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Fall.

PED 177 - Wellness for Women (3)
Various aerobic, resistance training, relaxation programs as well as in-depth lectures on wellness principles with special emphasis on women's health concerns/current issues concerning women. This course is suggested for Women's Studies minor students. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Spring.

PED 179 - Stress Management (1)
This course is designed to instruct the student on a wide variety of stress management techniques as well as lectures. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Fall.

PED 183 - Law Enforcement Conditioning (1)
This course is specifically designed for the student pursuing a career in Criminal Justice, Criminal Investigations, or Law Enforcement as well as any student looking to achieve peak physical fitness levels. A variety of training methods, techniques and assessments will be used.
to identify and develop the components of physical fitness for each student. In order to achieve high Physical Ability Test standards, students are required to train a minimum of three (3) days/weekly outside of the scheduled class time. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Spring.

PED 184 - Ballet (1)
This course begins with a focus on ballet basics and then progresses toward more advanced movements and phrases. Students learn proper technique, etiquette, and terminology. They also work on improving stamina, balance, and musicality. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Spring.

PED 186 - Veteran Wellness (3)
Wellness means developing a lifestyle with the desire to accept responsibility for your own health. It means developing the whole individual...body, mind and the spirit. This course will explore the development of the whole individual from a veteran perspective. The course is open to all individuals who are veterans or have 'a heart for veterans.' Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Spring.

PED 290 - Pers Trn Fitness Counselor (2)
The purpose of the course is to educate students on becoming a Personal Trainer Fitness Counselor following the American College of Sports Medicine (ACSM) guidelines. Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Spring.

PED 499 - Independent Study (1 to 2)
Each course has a comprehensive lifetime Physical Education SPECIAL holistic component which consists of spiritual, physical, emotional, career, intellectual, altruistic, and loving relationships dimensions. Spring.

PHI - Philosophy

PHI 102 - Ethics and Values (3)
A general introduction to ethics, examining both the historical development of ethical theory and its application to selected contemporary issues. (C4)

PHI 104 - Yoga & Meditation (3)
A class in the practice of Yoga and Meditation. Some classics of meditation will be read, but class participation will be a substantial portion of the grade. Participants must be able to do some stretching and lying on the floor, and medical approval is required. (C4)

PHI 110 - Invitation to Philosophy (3)
A general introduction to some of the central questions and critical methods of philosophical thinking. (C4)

PHI 140 - Women & Philosophy (3)
From Plato to Bordo and beyond. How do philosophers conceive of sexual difference? Why do they think the way they do? What are the practical effects of these ideas? This course engages in a critical analysis of classical, modern, and contemporary philosophies of sexual difference. Fulfills diversity requirement. (C4)

PHI 141 - Critical Thinking (3)
This course in formal and informal methods for reasoning through arguments will examine the basic logical steps in clear thinking, and analytical problem solving. Students will build sound arguments and analyze fallacies in unsound arguments, and learn to critically evaluate statistical and problem-solving data. The course is a good preparation for the logical and analytical reasoning sections of the LSAT. (C4)

PHI 142 - Symbolic Logic (3)
This course teaches formal techniques for analysis of arguments and language in symbolic logic. Topics covered include translation of sentence arguments into formal logic structure, using derivation rules, proof construction, establishing validity or invalidity of arguments. (C4)

PHI 160 - Women & Culture (3)
A cross-cultural and historical study of sex/gender systems, examining the ways in which sexual difference shapes the institutions of work, family, sexuality, ideology, economies, politics and religion. Fulfills diversity requirement. (C4)

PHI 180 - Seminar in Ethics (3)
In the context of human experience, problems and controversies arise in the fields of medicine, business, environmental issues, sexuality, race relations, peace and social justice, and many others. Alternating the topics under discussion, this course aims to respond to the increasing complexity of our times by applying the insights of moral philosophy to the controversies arising in these fields. (C4)

PHI 200 - Philosophy and Film (3)
What does Hollywood say about what's true, what's good, and what's right? This course offers an overview of Western philosophy through film: it's historical periods, main branches, key thinkers, debates, and ideas. Students engage in a critical analysis and evaluation of the power of film to communicate and challenge our basic ideas and values. (C4)

PHI 203 - Environmental Ethics (3)
A discussion of the moral issues arising from a consideration of the relationship between human beings and their environment. Issues include: global warming, anthropocentrism, holism, pollution, animal rights, and interspecies relations. (C4)

PHI 205 - Business Ethics (3)
This course equips students with the theoretical and practical tools needed to identify, analyze, and resolve ethical issues in business. Possible topics include: the social responsibilities of corporations, product and workplace safety, advertising, consumerism, human rights and global markets, and/or economic development versus environmental protection. Drawing on everyday ethical dilemmas arising in the workplace, course materials also teach practical critical thinking and problem-solving skills. (C4)

PHI 208 - Philosophy of Religion (3)
A study of religious experience, the relationship between reason and belief, global and critical issues in the study of religion, consideration of the difficulties of the language of religion, the believer's arguments for God's existence, and the atheist's arguments against beliefs in transcendent realities. (C4)
PHI 210 - Human Being, Being Human (3)
What is distinctive about the human condition? This course conducts a descriptive and normative inquiry into human nature. Both canonical and contemporary views of human nature will be considered. (C4)

PHI 220 - Philosophy of Art (3)
This course studies classic and contemporary problems in aesthetics. What kind of a thing is art? What’s special about our experience of it? What makes it good? Why should we care about art in the face of other serious human concerns? Fulfills writing-intensive requirement. (C4)

PHI 225 - Existentialism (3)
A study of the fundamental questions raised by the existential thinkers. Topics to be addressed include: the existence of God, the role of emotion in thought, the absurdity of human existence, the contemporary crises of conscience in the face of death, cruelty, dehumanization, self-deceit and mediocrity. (C4)

PHI 227 - Philosophy of Mind (3)
Explores the question, 'What is a mind' through the work of disputants of cognitive science such as Daniel Dennett, David Chalmers, John Searle, and Christoph Koch. Students will read about recent developments in artificial intelligence, cognitive psychology, epistemology and logic. Recommended for psychology and computer science students, and anyone interested in the contemporary debates about consciousness. (C4)

PHI 230 - American Philosophy (3)
A critical investigation of the course and historical development of philosophic thought in America, especially pragmatism, in order to perceive and evaluate its distinctive characteristics in light of the present situation. (C4)

PHI 235 - Epistemology (3)
An examination of questions concerning the nature of knowledge: What is knowledge, how do we acquire it, and what methods, justifications, or principles of verification are appropriate? (C4)

PHI 236 - Metaphysics (3)
An introductory examination of questions concerning the nature of reality: What is reality? Does reality consist of substances, relations, causes, time or objects? What is cosmology? What is matter? (C4)

PHI 240 - Social & Political Philosophy (3)
A critical examination of classic and contemporary issues concerning society and politics: justice, equality, liberty, and the state. (C4)

PHI 250 - Makers of the Modern Mind (3)
An examination of the critical shift to modern philosophy that begins with Descartes and culminates in the debates of the Enlightenment. Fulfills writing-intensive requirement. (C4)

PHI 260 - Asian Philosophy (3)
A study of the thinking of philosophers from China, India and Japan. Fulfills diversity requirement. (C4)

PHI 280 - Special Topics (3)
The purpose of this course is to provide flexibility within the course offerings and an opportunity for students and faculty to explore areas of current or topical interest which are not available in the regular course offerings. (C4)

PHI 290 - Ancient Greek Philosophy (3)
An examination of the main themes of classical Greek philosophy, including the work of Socrates, Plato and Aristotle, as well as a comparative assessment of these thinkers from diverse perspectives. (C4)

PHI 303 - Environmental Ethics (3)
A discussion of the moral issues arising from a consideration of the relationship between human beings and their environment. Issues include: global warming, anthropocentrism, holism, pollution, animal rights, and interspecies relations. (C4)

PHI 330 - Philosophy of Law (3)
A survey of the basis for, and arguments about, the nature of law, especially in the United States. Fulfills writing-intensive requirement. Recommended for students interested in Law School. (C4)

PHI 381 - Medical Ethics (3)
This course addresses significant ethical issues and controversies that occur in healthcare, medicine, and the life sciences. The course will focus particularly on health system issues, including the relationship between healthcare professionals and patients, informed consent, competency, confidentiality, conflicting loyalties, ethics committees, end-of-life decision-making and reproductive technologies. (C4)

PHI 385 - Continental Philosophy (3)
Major developments in European philosophy after Kant. Possible topics include: Marxism, structuralism, postmodernism, French feminism, and deconstruction. Fulfills writing-intensive requirement. (C4)

PHI 411 - Philosophy of Language (3)
Contemporary discussion of the nature and function of language: from analytical, continental, and developmental points of view. Fulfills writing-intensive and diversity requirements. (C4)

PHI 499 - Independent Study (1 to 4)
An opportunity for a student to study a topic not offered this semester, or not in the catalog, one on one with a professor. The topic must be arranged with an instructor prior to registration. (C4)

PHY - Physics

PHY 100 - Introduction to Physics (3)
A conceptual course designed to introduce students to the major areas of physics. It includes a number of foundation topics, such as the laws of motion, the universal principles of conservation, gravitation, with special emphasis on light and sound waves. Although the course is based on the conceptual approach, it does contain a mathematical component. There is no laboratory requirement, but there will be extensive use of hands-on demonstrations. Spring and as needed.

PHY 110 - Sports Physics (3)
This course examines the physics behind a wide variety of sports including football, baseball, hockey, soccer, track and field, swimming, curling and many others. Topics covered will include the forces exerted and change in momentum during a football tackle, the aerodynamics of a curve ball, and the power of a tennis serve. This course assumes the student has a basic understanding of algebra. PHY 110 Laboratory required. Lab fee. Spring. (C5)
PHY 100L - Sports Physics Lab (1)
This laboratory will reinforce topics covered in lecture and will make extensive use of video motion analysis. Lab Fee. Spring. (C5)

PHY 190 - Fundamentals of Physics 1 (3)
The first course of a two-semester sequence in physics, concentrates on the mechanics of motion. Topics include linear and circular motion, projectiles, forces, work, energy and momentum. Applied topics include rotational motion, harmonic motion, gravitation and fluids. PHY 190L Laboratory required. Knowledge of algebra and calculus required. A suitable score on the math placement exam is required. Lab fee. Fall, Spring. (C5)

PHY 190L - Fundamentals of Physics 1 Lab (1)
Lab Fee. (C5)

PHY 191 - Fundamentals of Physics 2 (3)
The second course in physics concentrates on waves and microscopic level systems. Topics include waves and sound, thermodynamics, electrostatics and DC circuits. PHY 191L Laboratory required. A suitable score on the math placement exam is required. Prerequisite: PHY 190. Spring.

PHY 191L - Fundamentals of Physics 2 Lab (1)
Lab Fee.

PHY 250 - Waves (3)
This course is not currently offered at The College of Saint Rose and an equivalent course must be taken at another college. See your advisor for prior approval. For Physics Minor.

PHY 302 - Modern Physics (3)
This course presents an overview of selected physics discoveries of the 20th Century. Topics include photoelectric effect, blackbody radiation, Compton scattering, special relativity, quantum physics, atomic physics, nuclear physics, and an introduction to elementary particles. Prerequisite: PHY 191 or permission of the instructor. Offered as needed.

PHY 320 - Classical Mechanics (3)
This course is not currently offered at The College of Saint Rose and an equivalent course must be taken at another college. See your advisor for prior approval. For Physics Minor.

PHY 340 - Electromagnetism I: Statistics (3)
This course is not currently offered at The College of Saint Rose and an equivalent course must be taken at another college. See your advisor for prior approval. For Physics Minor.

PHY 350 - Intro to Biophysics (3)
This course introduces the student to the application of physics to the biological organism and system. A good introduction to biophysics for students interested in the medical field. The course will cover topics selected from the general area of biomechanics of organisms, bioelectricity in nerves and the heart, medical radiation imagining and radiation treatments, and thermodynamics and transport in biological systems. Emphasis on the physical aspects of biological phenomena.

PHY 370 - Topics in Physics (1 to 4)
An in-depth study of a topic of current interest. Offered as needed.

PHY 400 - Research (1 to 4)
Lab fee. Cannot be used to replace any required courses within the major or minor. One credit of research is equivalent to a minimum of 3 hours of research per week.

PHY 440 - Quantum Physics (3)
This course is not currently offered at The College of Saint Rose and an equivalent course must be taken at another college. See your advisor for prior approval. For Physics Minor.

PHY 465 - Nuclear Physics (3)
This course is taught at The College of Saint Rose as an independent study capstone course for the Physics Minor.

PHY 466 - Research Honors in Physics (0)
Qualified students intending to pursue honors research in physics must register for this course during the semester in which they complete their written thesis. Please refer to the Honors Research section of the undergraduate catalog for information on the requirements for honors research. Written permission from department chair required for registration for this course.

PHY 499 - Independent Study (1 to 3)

POR - Portuguese

POR 101 - Identity and Culture (3)
With a communication-centered approach, this course begins with the elementary structures, expressions and vocabulary of the Portuguese language, with a significant focus on cultural aspects and/or current events of the Portuguese speaking world. After completing this course, students should be able to recognize words and simple sentences in familiar and everyday contexts. Students with more than one year of high school Portuguese should not take this course. (C3)

POR 102 - Culture in Action (3)
A continuation of POR 101. With a communication-centered approach, this course explores the elementary structures, expressions and vocabulary of the Portuguese language, with a significant focus on cultural aspects and/or current events of the Portuguese speaking world. After completing this course, students should be able to handle short social interactions, using written or oral language to communicate about familiar topics via phrases and simple sentences. Students with more than two consecutive years of high school Portuguese should not take this course. (C3)

POS - Political Science

POS 100 - Intro:History & Politics (1)
(Cross-listed with HIS 100) This course examines introductory research and analytical techniques for locating and interpreting primary and secondary historical documents. Students are introduced to basic methods for constructing historical arguments based on the compilation of evidence. Finally, students will explore the impact of ideology and identity on the evolution of historical perspectives and schools of thought. Fall

POS 110 - Invitation to Politics (3)
This is an introduction to politics and political science. The goal is to introduce the main concepts and theories that political scientists use in the context of specific issues in domestic and/or international politics. Fulfills diversity requirement. (C8)

POS 111 - Introduction to US Politics (3)
This course offers an institutional, historical, and theoretical survey of United States politics with a consideration of contemporary policy issues, the distribution of power in the United States, and the relationship between politics and economics. (US) Fall, Spring (C8)
This course offers an institutional, historical, and theoretical survey of United States politics with a consideration of contemporary policy issues, the distribution of power in the United States, and the relationship between politics and economics. Fall, Spring (US) (C8)

This course will serve as an introduction to the major strands of political ideology and political theory, such as liberalism, conservatism, socialism/Marxism, feminism, and fascism. Students will read major political theorists as well as history putting great thinkers in historical and theoretical context. This course serves as a valuable introduction to political ideas for both non-majors and prospective political science majors of any concentration. These ideas about politics will be applicable to future courses in all aspects of the discipline, including not only political theory but also American politics, comparative politics, and international relations. (C8)

This course will serve as an introduction to the major strands of political ideology and political theory, such as liberalism, conservatism, socialism/Marxism, feminism, and fascism. Students will read major political theorists as well as history putting great thinkers in historical and theoretical context. These ideas about politics will be applicable to future courses in all aspects of the discipline, including not only political theory but also American politics, comparative politics, and international relations. (C8)

This course serves as an introduction to the major strands of political ideology and political theory, such as liberalism, conservatism, socialism/Marxism, feminism, and fascism. Students will read major political theorists as well as history putting great thinkers in historical and theoretical context. The purpose of this course is to provide flexibility within the course offerings and an opportunity for students and faculty to explore areas of current or topical interests which are not available in the regular course offerings. (C8)

This course is an introduction to the approaches and methods in Political Science. Students will be introduced to the various research traditions, theories and analytical frameworks that have informed inquiry in Political Science. Open to Political Science majors and minors or with permission of the instructor.

This course examines the ways in which gender intersects with race, ethnicity, class, sexuality, and geography to structure political participation, policy, and the very definition of politics itself. Fulfills diversity requirement. (US & PT) (C8)

The course will serve as an introduction to the major strands of political ideology and political theory, such as liberalism, conservatism, socialism/Marxism, feminism, and fascism. Students will read major political theorists as well as history putting great thinkers in historical and theoretical context. The course will serve as an introduction to the major strands of political ideology and political theory, such as liberalism, conservatism, socialism/Marxism, feminism, and fascism. Students will read major political theorists as well as history putting great thinkers in historical and theoretical context.

This course provides an overview of the politics of education, including the politics surrounding issues of desegregation, standardized testing, and school funding. Educational politics throughout the history of the United States will be discussed, but particular emphasis will be placed on issues that have occurred since the mid-1950s. The politics of education in urban areas will be a special focus.

This course is a critical introduction to contemporary global politics, examining a wide range of topics including ethics, the environment, identity, religion, power, media, migration, the state, the global economy, inequality, poverty, security, human rights, and global change. (C8)

This course examines the ways in which gender intersects with race, ethnicity, class, sexuality, and geography to structure political participation, policy, and the very definition of politics itself. Fulfills diversity requirement. (US & PT) (C8)

This course is an introduction to the approaches and methods in Political Science. Students will be introduced to the various research traditions, theories and analytical frameworks that have informed
famine, deforestation, water conflicts, protected areas, environmental racism, environmental justice and eco-tourism. (C8)

**POS 219 - Global Environmental Politics (4)**
This course critically examines the dynamics underpinning environmental problems and possible solutions. We will challenge simple explanations of ecological degradation such as poverty or overpopulation. In addition, we will explore some of the most pressing and/or controversial environmental challenges of our day, including famine, deforestation, water conflicts, protected areas, environmental racism, environmental justice and eco-tourism. (C8)

**POS 220 - Civic Engagement (2)**
This course provides a framework for students to develop their skills in activism. Students will design campus and community events based on their interests in local, state, or national political issues. Depending on the term, this may include lobbying elected officials, producing campus or community events, and engagement in voter registration and get-out-the-vote drives. Off-campus trips may be required. The course may be repeated with permission of the instructor. Open to all majors. (C8)

**POS 226 - The Presidency (3)**
This course examines the office of the President, with attention to constitutional foundation, evolution, structure, power, and functions. (US) (C8)

**POS 227 - Critical Analysis Presidency (4)**
This course examines the office of the President, with attention to constitutional foundation, evolution, structure, power, and functions. (US) (C8)

**POS 230 - Urban Political Issues (4)**
This course provides an introduction to common political issues in urban areas in the contemporary United States. Topics will vary, but may include segregation in neighborhoods and schools, food deserts, environmental racism, targeted policing, and others. Open to all majors. (C8)

**POS 236 - Pol & Environ Reg (3)**
This course examines how various governmental agencies at the federal, state, and local levels regulate the environment. (US) (C8)

**POS 237 - Environmental Politics (4)**
This course examines how various governmental agencies at the federal, state, and local levels regulate the environment. (US) (C8)

**POS 261 - The Legislative Process (3)**
This course offers a functional study of the legislative bodies and the process of legislation, covering the organization of Congress, operation of the committee system, procedures, bill drafting, and controls over legislative policy-making. (US) (C8)

**POS 262 - Crit Analy Legislat Process (4)**
This course offers a functional study of the legislative bodies and the process of legislation, covering the organization of Congress, operation of the committee system, procedures, bill drafting, and controls over legislative policy-making. (US) (C8)

**POS 264 - Intro to Globalization (3 or 4)**
The course introduces the students to the issues and challenges arising from globalization. Issues of social justice, inequality, poverty, development, politics and economics will be discussed. In addition students will explore the similarities and contrasts in the United States’ viewpoints, attitudes and policies towards global issues. Fulfills diversity requirement. (C8)

**POS 274 - Intro Black Political Thought (4)**
This is an introductory course that will examine the intellectual contributions and currents of Black American political leaders, social leaders, and public intellectuals of the late 19th century to the present. (US) (C8)

**POS 280 - Intro Global Health Inequal (3)**
The course introduces students to the nature and extent of global inequalities in health, and the possible policy responses to improving health and well-being, and reducing observed global and national disparities. Students will examine global health inequalities at various levels, including across regions, countries, at the national level, local levels and even within the household. In addition, implications, response and ethics of health crises in poor regions and/or country will be examined. Specific global epidemics and policy options will be discussed. (C8)

**POS 281 - Global Health Inequalities (4)**
This hybrid course requires the student to investigate research and write about the nature and extent of global inequalities in health, and the possible policy responses to improving health and well-being, and reducing observed global and national disparities. Students will examine global health inequalities at various levels, including across regions, countries, at the national level, local levels and even within the household. In addition, implications, response and ethics of health crises in poor regions and/or country will be examined. Specific global epidemics and Policy options will be discussed.

**POS 300 - Wrld Historical&Political Geog (4)**
(Cross-listed with HIS 300) This course examines the historic changes in political boundaries, economic activities, and cultures that relate to spatial location, environment, and access to resources. Students will analyze the historical forces and policies that prompt migration, community formation, and boundaries and analyze the ways in which decision-making affects diverse environments locally and/or globally. Students will demonstrate geographic reasoning by their ability to use and create maps, interpret geographic data, satellite images, or photographs that explains relationships between communities or regions and their associated historical, political, and/or economic dynamics. This is an integrated social science course that equips students to explore how people interact with their environments and to explain interactions between urban, rural, suburban, displaced or contracted communities.

**POS 320 - Global Terrorism (4)**
This course examines various elements and aspects of International and Domestic Terrorism; it further explores some of the fundamental questions of terrorism: Why individuals join terrorist groups; why terrorist groups adopt certain tactics such as suicide bombing, how terrorist groups organize themselves, and what counterterrorism strategies are effective? The course requires students to research and writing on core issues that inform the study of global terrorism. Fulfills diversity requirement.

**POS 321 - Global Inequalities & Justice (4)**
This course explores areas where there are great disparities around the globe and the efforts being made to alleviate the inequalities in income, food, water, energy, health, mortality, literacy, and power. The course requires students to research and writing on core issues that inform the study of global inequalities and justice. Fulfills the diversity requirement.
**POS 323 - Global Political Economy (4)**
This course examines interactions between states, markets, firms and not-for-profit organizations at the global. Global trade, production, finance, international organizations, transnational corporations, regional integrations, North-South relations, discourses and practices of development and problems of global poverty will also be examined. The course requires students to research and writing on core issues that inform the study of global political economy. Fulfills the diversity requirement.

**POS 325 - Africa in the Global System (4)**
Course will examine the nature of Africa's integration into the global system; the cold war and post-cold war periods; the changing relations within and between Africa's states and regions; and changing relations between Africa's States and external organizations, with an emphasis on development policy. The course requires students to research and writing on core issues that inform the study of Africa in the global system. Fulfills the diversity requirement.

**POS 327 - US Political Parties/Elections (4)**
This course analyses the manner in which citizens are nominated and elected to office, including the historical roots and structure of U.S. political parties, voting behavior, and campaign activities (with particular attention to the ways in which campaigns are financed). One of the central issues in this course is the relationship between political parties and electoral arrangements. Fulfills writing-intensive requirement. Prerequisite: POS 112 (US)

**POS 328 - Soc Movements,Power,& the State (4)**
This course is designed to trace the rise of the nation-state, the national social movement, and the increasing visibility of transnational activism. There will be an analysis of what conditions are ripe for the rise of collective action, why people choose to participate in social movements (or fail to do so), why certain groups or claims tend to be attached to certain kinds of tactics and tropes, what forms of organization do movements adopt, and what types of goals do movements seek? Does any of this change with greater numbers of transnational organizations against which increasingly transnational claims can be made? In other words, might transnational activism ultimately supplant the national social movement? Fulfills writing-intensive requirement. Prerequisite: POS 112 and/or POS 142 (US) (PT)

**POS 329 - Politics of Human Security (4)**
This course will explore a range of issues in the broad field of human security, touching on theoretical and practical concerns around human vulnerabilities as regards climate change, violent conflict, health, poverty, injustice and more. The course requires students to research and writing on core issues that inform the study of human security. Fulfills the diversity requirement.

**POS 330 - Urban Politics and Government (4)**
This course examines the political factors and functions of governmental units that are found in the American urban scene, concluding with a look at the future of these units. Fulfills writing-intensive requirement. Prerequisite: POS 112 (US)

**POS 331 - Politics of the African Diaspora (4)**
This course introduces students to the study of politics of the African diaspora. It introduces the main theories and concepts describing and explaining Diaspora as a concept. Through research and writing, the course will expand the student's knowledge of the African Diasporas' relations with the homeland and the host countries. Fulfills the diversity requirement.

**POS 332 - Us Public Policy (4)**
This course analyzes the institutional structure of policy making in the United States and then examines a select group of contemporary domestic and/or foreign policy issues. Fulfills writing-intensive requirement. Prerequisite: POS 112 (US)

**POS 340 - Politics of Race & Ethnicity (4)**
This course examines the academic treatment of race and ethnicity as political structures in the United States. Readings and discussions include close examinations of theories about race and ethnicity, especially comparing 'constructivist' and 'essentialist' approaches. Fulfills writing-intensive requirement. Prerequisite: POS 112 (US)

**POS 349 - The Middle East & North Africa (4)**
This course introduces the student to the Politics of the Middle-East and North Africa (MENA), a region encompassing the states of the Arab world, Iran, Israel and Turkey. The course is taught thematically with sections dealing with historical, religious, political background and the political economy of the region. The course will also discuss issues like Political Islam, authoritarianism, uprisings and conflicts. Prerequisite: POS 173.

**POS 350 - European Political Systems (4)**
This course examines the role of historical, ideological, economic, political and social factors in the current political systems in Europe. This course includes a comparison of their methods of dealing with current social, economic, and political problems. Fulfills writing-intensive requirement. Prerequisite: POS 171 or 173 (CP)

**POS 351 - Internat'l Organiz/Global Pol (4)**
Utilizing both theoretical works and the real experiences of international diplomatic actors, this course will explore the origins, role, and evolution of international organizations since their inception in ancient times to their current manifestations and operations. In addition to an examination of the League of Nations, the United Nations system and the European Union, students will explore other international and regional organizations such as the Organization of Petroleum Exporting Countries (OPEC), the Arab League, the Organization of American States (OAS), and the still-evolving Asian Pacific Economic Forum. Fulfills writing-intensive requirement. Prerequisite: POS 171 (IR)

**POS 352 - Politics of Dev./Mod. 3rd Wrld (4)**
This is a course about the domestic and international problems associated with economic and political development in Third World countries. It starts with a review of theories about development and economic growth and proceeds to examine the experiences of selected Third World countries in meeting the challenges of development and modernization. Fulfills writing-intensive requirement. Prerequisite: POS 171 or 173 (CP)

**POS 353 - Internat'l Relat Middle East (4)**
This course will examine the theory and practice of international relations in the Middle East state system, exploring transborder issues such as water use, migration and environmental degradation, war, and peace. The course will cover the foreign relations of governments in broad regions such as North and West Africa and Central Asia while highlighting the policies of specific nations such as Egypt, Iran, Israel, Saudi Arabia and Turkey. Fulfills writing-intensive requirement. Prerequisite: POS 171 (IR)
POS 354 - USA, USSR, Russia, CIS (4)
This course examines the development of Soviet-American relations since the Bolshevik Revolution, with special emphasis on the Gorbachev era, the dissolution of the USSR, and the emergence of Russia and the Commonwealth of Independent States. Fulfills writing-intensive requirement. Prerequisite: POS 171 (IR)

POS 355 - International Relations Pacific Rim (4)
This course will examine both the theory and practice of international relations within the evolving Pacific Rim region. Students will explore such transborder issues as nuclear proliferation, environmental regulations, and economic development as well as topics of regionalism and human rights. The course will highlight the foreign policies of specific countries such as Japan, the Peoples' Republic of China, and members of ASEAN. Fulfills writing-intensive requirement. Prerequisite: POS 171 (IR)

POS 356 - U.S. Foreign Policy (4)
This course explores theories of U.S. foreign policy decision making and examines how U.S. foreign policy affects various nations and social groups. Fulfills writing-intensive requirement. Prerequisite: POS 171 (IR)

POS 357 - Readings in International Relations (4)
This course will explore the works of ancient, modern and contemporary thinkers such as Thucydides, Machiavelli, Kant, Wilson, DuBois, Lenin, Morgenthau, and Nye, among others, to analyze the major ideas and theories such as war and peace, power, and trade, that have shaped the study of international relations within the discipline of political science. Students will also study the actual practice of statecraft in the global environment. Fulfills writing-intensive requirement. Prerequisite: POS 171 (IR)

POS 358 - Human Rights in Global Perspective (4)
This course will provide a basic introduction to global human rights issues by examining the following questions: What are human rights? What are their origins? What are the main global human rights agreements? What are some of the problems of global human rights agreements? Are regional human rights agreements more effective than those of the United Nations? In addition to these questions, we will look at contemporary case studies like Darfur, Rwanda, Bosnia, or the Middle East. Fulfills writing-intensive and diversity requirements.

POS 359 - Sub-Saharan Africa (4)
This comparative politics course will focus on the political, economic, and social diversity of African political systems south of the Sahara. Selected contemporary countries will serve as case studies in the assessment of different theories of political and economic development. Fulfills writing-intensive requirement. Prerequisite: POS 173 (CP)

POS 360 - Supreme Court (4)
This course is an historical examination of the changing meaning and significance of property rights in the United States. We will analyze the role of the Supreme Court in dealing with the contradictory claims between private rights of property and the public's right to regulate property for the common good. The course extensively utilizes Supreme Court cases. Fulfills writing-intensive requirement. Prerequisite: POS 112 (US)

POS 361 - Politics of Global Conflicts (4)
This course will give students the analytical tools to tackle questions such as: what are the causes of conflicts? Are ancient hatreds, ethnic or religious extremism, colonialism, resource competition, class warfare, ideology and/or state failure to blame, or must we look elsewhere for explanation? Moreover, how and why do conflicts end? What is the role of the global community in resolving some of these conflicts? Better still, what can be done to prevent some of these conflicts from erupting in the first place? Fulfills writing-intensive and diversity requirement. Prerequisite: POS 171 or 173 (CP)

POS 362 - Constitutional Law: Civil Liberties (4)
This course will examine the development of civil liberties throughout American history. Students will examine changing conceptions of such provisions of the Bill of Rights as the 1st Amendment's guarantee of freedom of speech, the 4th Amendment's prohibition on unreasonable searches and seizures, and the 8th Amendment's prohibition on cruel and unusual punishment. Most reading will consist of Supreme Court case law. Fulfills writing-intensive requirement.

POS 364 - The Politics of AIDS (4)
This course will examine a range of issues surrounding the politics of the AIDS pandemic, including conflicts around prevention and drug policies; discrimination (race and gender) and human rights; and international (non)cooperation. Assigned readings will offer some theoretical background, case studies and historical perspectives, as well as introduce students to the types of research in the field of HIV/AIDS, broadly defined. Some of the questions to be considered in the course are: How do the politics of ethnicity, gender, and geography shape responses to HIV/AIDS? What role do global hierarchies play in the concentration of the pandemic in certain geographic regions? What is the role of knowledge and power in the prevention debate? Fulfills writing-intensive and diversity requirements. Prerequisite: POS 171 or 173 (CP)

POS 365 - American Constitutional Develop (4)
This course examines American Constitutionalism as it has developed through history, with a particular emphasis on the role of the power of the federal government. Students will examine the key constitutional controversies of several major eras in American history, including the Founding, the Civil War and Reconstruction, and the New Deal. In addition to some landmark Supreme Court decisions, the course will also analyze other materials relevant to constitutional development (such as statutes, newspaper articles, and statements by elected officials.) (US) Fulfills writing-intensive requirement. Prerequisite: POS 111 or 112

POS 370 - Modern Political Thought (4)
This course initially surveys modern political thought from Machiavelli to John Rawls. There will be a particular emphasis on the changing conceptions of politics, power, democracy, and justice and what they imply for the possibility of achieving fairness and the good life. Fulfills writing-intensive requirement. Prerequisite: POS 142 (PT) Spring

POS 373 - Democratic Theory (4)
In this seminar we will explore various theories of democracy with particular emphasis on the relationship between democracy and inequality and between democracy and justice. In particular, we will examine the challenges 'difference' and 'foreigness' poses for democracy. With highly mobile populations and the expansion of globalization (and global capitalism), there are few places that are homogenous in ways earlier scholars had in mind (if they ever were to begin with!). Does a radical plurality of interests, perspectives, identities, and ways of life render democracy incoherent and ill-
advised? Or maybe homogeneity is not a necessary component of democracy at all. In fact, maybe democracy requires inclusion of 'difference' or 'foreignness' and is actually enriched and strengthened by meaningful inclusion. But even if these things are true, what would 'meaningful inclusion' look like? And how might it be attained? Fulfills writing-intensive requirement. Prerequisite: POS 142 (PT)

POS 374 - Black Political Thought (4)
This course will examine the intellectual contributions of Black American political leaders, social leaders, and intellectuals from the time of Frederick Douglas and the early abolitionists to Black Conservatives of the Reagan/Bush era. Fulfills writing-intensive requirement. Prerequisite: POS 142 (PT)

POS 376 - Feminist Theory (4)
This course is designed as an introduction to feminist theory, a sub-field of political theory. Feminist theory regards gender as a central category of power, but there is little else that can be claimed on behalf of some monolithic "feminist" perspective. We will thus master the similarities and differences among liberal feminism, radical feminism, Marxist and socialist feminism, psychoanalytic feminism, postmodern feminism, and women of color feminism. Fulfills writing-intensive requirement. Prerequisite: POS 142

POS 380 - Special Topics (3 or 4)
The purpose of this course is to provide flexibility within the course offerings and an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular course offerings. Fulfills writing-intensive requirement.

POS 490 - Directed Readings (1 to 3)
Prior consent of faculty is required.

POS 494 - Intern in Government (1 to 15)
Supervised work in federal, state, or local government offices and/or agencies. Internships are also available with community organization, labor unions, and public interest groups. Brochure listing internship opportunities is available from Intern Director, Dr. Ryane Straus. Restricted to upper-class students.

POS 498 - Capstone Seminar (4)
This capstone course will be an examination of the history and politics related to a given topic that will vary by semester.

POS 499 - Independent Study (1 to 5)

PSY - Psychology

PSY 101 - General Psychology (3)
An overview of the foundational theoretical perspectives and empirical findings in psychology. Topics include psychological research methods, biological bases of behavior, states of consciousness, conditioning and learning, memory, motivation and emotion, sexuality, health and stress and basic statistical applications of psychology. Transfer students who have taken Introduction to Psychology elsewhere would receive credit for this course. Not open to FPY or NSG majors. Fall, Spring. (C8)

PSY 111 - Foundations of Psychology 2 (3)
An overview of the theoretical perspectives, empirical findings and applications in the major sub disciplines of psychology. Topics to be covered include a review of psychological research methods, developmental psychology, cognition and creativity, intelligence, personality, abnormal behavior, therapies, social behavior, cultural psychology, industrial/organizational psychology, community psychology and other areas of applied psychology. Not open to FPY or NSG majors. Fall, Spring. (C8)

PSY 125 - Conference Presentation (1)
Students will be guided through the process of writing, designing, and presenting primary empirical research results at a professional conference. Students completing this course will be required to make a presentation at a regional, national, or international conference, unless alternative arrangements are made with the instructor prior to registration. Prerequisites: Successful completion of PSY 110 or PSY 111 with a C- or better. Instructor permission required. This is a half-semester course that will be during the second half of the fall semester.

PSY 180 - First Year Psych Seminar (3)
The First-Year Seminar is available to new students during the first semester of their first year at the College. The psychological topic(s) covered in the course will vary from year to year and from one professor to another, but the academic content will focus on critical thinking/analysis and college-level writing and oral communication skills. Particular emphasis will be places on helping new psychology majors begin development of key skills that are necessary for success in college. Students will be offered opportunities to develop their academic skills by reading, writing, analyzing, and discussing current issues in psychological research and theory. Restricted to first-year first-semester PSY majors in the bachelor of science program.

PSY 200 - Human Sexuality (3)
An introduction to the history, empirical evidence and modern theories of human sexuality. We will examine the nature of and influences on sexual decisions, sex research and theory, the sexual response cycle, love and communication and sexuality, sexuality throughout the lifespan, sexual orientation, contraception and pregnancy, sexual dysfunctions and sex therapy, and the commercialization of sex in our society today. Fulfills diversity requirement. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. Not open to first-year students. Fall, Spring, Summer.

PSY 210 - Lifespan Developmental PSY (3)
This course examines the development of individuals from conception of birth to death. Emphasis is placed on psychological research and theories about how learning, emotion, cognition, personality, social interactions, and physical processes change over time with growth, maturity, and aging. Students will learn to critically analyze and apply key theories and empirical evidence to understand the changes that occur across the lifespan. This course is open only to non-majors. Students may not take this course for credit if they have completed PSY 250, PSY 252, and/or PSY 254. Course offered as needed.
PSY 290 - Psy Perspect on Death & Dying (3)
This course will provide an overview of the theoretical, psychological, and cultural perspectives of death, dying, and bereavement. Topics include attachment and loss throughout the life cycle; grief, mourning, and bereavement; helping the bereaved cope; hospice care; aid in dying; assisted suicide; legal issues; suicide. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. Spring.

PSY 292 - Motivation (3)
An examination of the factors that serve to initiate, maintain, and direct human and animal behavior. Theories and research in motivation from the biological, behavioral, and cognitive/social perspectives will be considered. Prerequisite: successful completion of PSY 101, PSY 110 or PSY 111 with a C- or better. Spring, Summer.

PSY 294 - Experimental Psychology (3)
The primary purpose is to understand the scientific process by which psychological knowledge is obtained. We will examine basics of research, ethics in research, study designs including correlational experimental, and quasi-experimental designs; statistical analysis of data, and empirical research reports. Prerequisites: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. Students must achieve an appropriate score on the Mathematics Placement Exam. This course is only available for Psychology majors in the BA degree program and may not be taken if the student has successfully completed PSY 295.

PSY 295 - Research Methods/Statistics I (4)
An introduction to psychological research strategies and statistical applications. Topics covered include searching the literature, measurement, validity, developing and writing hypotheses, descriptive studies, correlational design, experimental design, sampling, research ethics, descriptive statistics, and correlation coefficients. Students will design a novel, empirical study. Students must achieve an appropriate score on the Mathematics Placement exam. Fall, Spring.

PSY 299 - Research Methods/Statistics II (4)
A continuation of PSY 295, it is strongly recommended that students take this course in the semester immediately following PSY 295. This course involves further examination of psychological research strategies and statistical applications, such as regression, probability, the logic of inferential statistics, t-tests, ANOVA, using statistical analysis software, experimental design, research ethics, drawing conclusions from research, and APA writing style. In this course, students will complete the psychological study designed in PSY 295, including data collection, data analysis, and submission of a formal research report. Fulfills writing-intensive requirement. May serve as a capstone experience for students completing an Interdepartmental Studies major including Psychology (research project must be interdisciplinary with other discipline(s) comprising Interdepartmental Studies major). Prerequisite: successful completion of PSY 295 with a C- or better. Fall, Spring.
PSY 301 - Movies and the Modern Mind (3)
An application of basic social psychological perspectives to character studies in major motion pictures. We will cover psychological theories that address attitudes, prejudice, love, social influence, altruism and aggression and then examine how psychological research corresponds to current pop cultural portrayals in film. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. Offered as needed.

PSY 310 - Social Psychology (3)
An analysis of individual behavior in social situations through the use of the scientific method. Emphasis will be placed on empirical research in the areas of social perception, cognition, attitude development and change, prejudice, interpersonal attraction, love, obedience, conformity, compliance, altruism and aggression. Fulfills diversity requirement. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. Spring, every other Fall.

PSY 316 - Media Psychology (3)
In this course, students work to answer questions about how television, radio, cell phones, the internet, print media, social networking sites and advertising influence human development, learning and behavior. The rapidly developing field of media psychology is rooted an interdisciplinary approach to understanding the cognitive, emotional and behavioral interactions of individuals and groups with media and technology and with each other, through technology. They key question is—what does it mean to be human in a 24/7 wired world in which everyone is connected to media from birth to death? Both the quantitative and qualitative research in cognitive, social, behavioral, biological and evolutionary psychology as it relates to a full range of old and new media will be discussed. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a grade of C- or better. Spring, every other Fall.

PSY 320 - Biopsychology (3)
An introductory examination of the biological basis of behavior. Included are examinations of the central and peripheral nervous systems and endocrine system, and their respective roles in the production of behavior and cognition. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. Must be taken in conjunction with PSY 320L. Fall, Spring.

PSY 320L - Biopsychology Lab (1)
Laboratory activities meant to support and extend the academic experience in PSY 320. Involves dissection of preserved tissues, microscopic examination of neural tissues, and the collection and study of behavioral/cognitive data. Must be taken in conjunction with PSY 320. Lab Fee. Fall, Spring.

PSY 330 - Neuropsychology (4)
The purpose of this course is to provide a detailed understanding of brain/behavior relationships in humans. Students will learn the neural substrates (cortical and subcortical) responsible for producing behavioral deficits following different forms of brain damage. Topics may include mnemonic impairments, emotional abnormalities, and motivational deficits. Students may examine the neurobiology of neuropsychiatric disorders such as Alzheimer’s Disease, Parkinson’s Disease, and Schizophrenia and may learn about current issues in neuropsychology including learning disabilities, recovery of function following neural damage, and assessment of neuropsychological disorders. This course will not involve the use of laboratory animals. This course includes an imbedded laboratory component equivalent to 1 credit hour. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. Recommended that students first complete, PSY 320 and PSY 320L with a C- or better. Fall, Summer.

PSY 334 - The Science of Happiness (3)
This course will introduce students to the empirical evidence and theories of positive psychology, a discipline recognized in 1998 as the scientific study of what goes right in life. Traditional approaches in psychology often emphasize the negative-symptoms and inadequacies in personality and abnormal psychology, prejudice, the bystander effect and aggression in social psychology, and irrational thinking and bias in cognitive psychology. The Science of Happiness, on the other hand focuses on strengths, skill sets, virtues and coping skills. By studying such topics, we can enable individuals and communities to thrive and flourish, making life better lived and happier. Prerequisite: Successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. Fall.

PSY 345 - Intro to Psychopharmacology (3)
This course will review the behavioral/cognitive consequences of various drugs of abuse and their neurobiological mechanisms. Drug treatments for clinical disorders including depression, mania, anxiety disorders, insomnia, schizophrenia, epilepsy, Parkinson’s, Alzheimer’s and stroke will also be examined. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. Spring.

PSY 352 - Health Psychology (3)
An examination of the applications of psychological research and theories to physical health. Topics covered include stress and coping, theories of health behavior, changing health behavior, health protective and health compromising behaviors (e.g., diet, sleep, substance use), the relationship between health care professionals and patients, and specific chronic diseases (e.g., cardiovascular disease and cancer). Throughout the course, a biopsychosocial model of health will be emphasized. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. Fall.

PSY 364 - Psychopathology in Child&Adol (3)
This course offers an introduction to the understanding, assessment, and diagnosis of major psychological disorders common in childhood and adolescence. Emphasis will be placed on the etiology, prognosis, and prevalence of the major mental disorders recognized by the American Psychological Association. The course covers major categories of psychiatric diagnoses including Anxiety, Mood, Eating, Sexual, Substance-Related, Personality, and Schizophrenia-Spectrum Disorders. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. Fall.

PSY 365 - Introduction to Psychotherapy (3)
Provides an overview of the major systems of psychotherapy, including cognitive, behavioral, analytic, and family systems
approaches. Theories, techniques, processes and assessment of the practice of therapeutic approaches will be discussed with a heavy emphasis on case studies. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. It is recommended that students complete PSY 363 before taking this course. Fall.

**PSY 375 - Sensation and Perception (4)**
An examination of the psychophysiological processes of gathering and interpreting information from the world around us through sound, touch, taste, olfaction, and particularly the visual system. The innate, neural, and learned aspects of sensation and perception will be considered. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. This course includes an imbedded laboratory component equivalent to 1 credit hour. Recommended that students first complete, PSY 320 and PSY 320L with a C- or better. Spring, even years.

**PSY 376 - Industrial/Organizational Psy (3)**
An examination of the applications of psychological research and theories to business and organizational settings. Topics include employee selection (including legal issues, recruiting practices, testing, interviewing), employee performance evaluation, job analysis, training, employee motivation and satisfaction, organizational communication, leadership, group behavior, and organizational development. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. Offered alternating Spring semesters.

**PSY 380 - Topics (1 to 4)**
The purpose of this course is to provide flexibility within the Psychology curriculum and to provide students and faculty with opportunities to explore areas of current or topical interest that are not available through the department's other course offerings. This course will be offered at the discretion of the Psychology department's faculty. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better.

**PSY 385 - Cross-Cultural Psychology (3)**
What does psychology look like outside of the USA, Canada, and Europe? Can western psychological theories, methods and findings provide accurate understandings of people in other cultures? How might a psychologist best understand people from cultures other than one's own? How is 'indigenous' psychology developing in countries across the world and what do they contribute to our understanding of basic psychological development and functioning? We will seek to address these questions in the course by comparing US/Canadian/European cultures and psychologies with those of Japan, India, China, Southeast Asia, Ghana, Taiwan and other places around the world. Prerequisite: successful completion of PSY 101, PSY 110 or PSY 111 with a C- or better. Fall.

**PSY 391 - Learning (4)**
An overview of the major theories that attempt to account for the dynamics of behavior and learning and their neurobiological mechanisms in human and non-human animals. Emphasis is on the empirical research findings that describe the processes of classical and operant conditioning and short- and long-term memory. Lab Fee. This course includes and imbedded lab equivalent to 1 credit hour. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C or better. Recommended that students first complete, PSY 320 and PSY 320L with a C- or better. Spring odd years.

**PSY 400 - Personality (3)**
An in-depth examination of the major personality theorists, including Psychodynamic, Humanistic, Trait, Behavioral, Social Learning, and Cognitive perspectives. Emphasis will be placed on the evaluation and empirical validity of each perspective. Each personality theory will also be applied to a major motion picture and thoroughly investigated. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. Fall.

**PSY 401 - Prep Careers in PSYCH (0)**
This course will provide students with information on how to apply to graduate school and/or obtain a job after obtaining their bachelor's degree. Students will be expected to research specific careers and/or graduate programs, write a resume and cover letter, write a personal statement, and participate in practice interviews. Class discussions will surround these topics as well as related topics (e.g., GRE). As needed.

**PSY 402 - Prejudice and Discrimination (3)**
Examines psychological theory and research on prejudice, discrimination, stereotypes, and stigma. Among the topics to be covered are the development of prejudice, cognitive and motivational factors involved in prejudice, prejudice and discrimination in various contexts (such as in business and medical settings), the effects prejudice and discrimination on the targets, and interventions to reduce prejudice and discrimination. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. As needed.

**PSY 410 - Psychometrics (3)**
Psychological and statistical techniques applicable to the measurement of human behaviors and characteristics. Attention is paid to the theoretical constructs and social issues underlying psychological testing, as well as to technical issues such as test construction, sampling, reliability, validity, and interpretation. Prerequisite: successful completion of PSY 298 with a C- or better. Spring.

**PSY 415 - Clinical Psychology (3)**
This course provides a focused discussion of topics and issues central to the practice of psychology. As a capstone experience for students in the Clinical concentration or any student planning a career in mental health, this course explores specific theoretical orientations and approaches such as clinical psychology, neuropsychology, health psychology, clinical child psychology, forensic psychology, and others. This course also includes discussion of ethical concerns, professional issues, graduate training, and careers in mental health. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. Fall.

**PSY 420 - Cognitive Psychology (3)**
A study of how humans perceive, attend to, recognize, learn and remember information. Applied topics that will be covered include eye witness testimony, memory failures, language, consciousness, and creativity. Emphasis will be placed on empirical research findings that provide a theoretical understanding of mental processes. Prerequisite: successful completion of PSY 101, PSY 110, or PSY 111 with a C- or better. Fall.

**PSY 490 - Psychology Internship (1 to 6)**
Students should identify a location for an internship in conjunction with a full-time Psychology department faculty member. Interns must be supervised by a full-time member of the department and by
an on-site supervisor throughout the semester. Students must have a minimum overall cumulative GPA of 3.0 and a Psychology GPA of 3.0 to qualify for an internship. Students must also receive permission of the department prior to registering for an internship.

PSY 491 - Senior Seminar: Career Prep (3)
This course is designed to apply knowledge as a Psychology major to each student's plan after graduation. Students will reflect on their career interests, using core concepts of Psychology. This capstone experience is a hybrid academic and professional course, where students will demonstrate their skills both in the classroom and the real world, as they apply to potential career opportunities. Prerequisites: Successful completion of PSY 294 or PSY 295 with a C- or better and senior standing. Satisfies writing intensive requirement. Offered every spring and as needed.

PSY 493 - Independent Research I (3)
Students will develop an empirical research prospectus which, upon completion, will be submitted to their advisor for departmental approval as described in the Independent Research Guidelines available on the Psychology Department web page. Upon approval of the prospectus, students will acquire permission to conduct their research from the appropriate oversight committee (IRB or IACUC) and will accumulate the materials necessary for data collection. This course is open to all students meeting the prerequisites, but has been designed specifically for students seeking Research Honors in Psychology. Students must take Independent Research I and Independent Research II in consecutive semesters unless specific permission is otherwise obtained. Students must select a primary advisor who will oversee the project during both semesters and must earn a grade of B or higher in order to be eligible for Research Honors. Course Prerequisites: PSY 299 and permission of a project advisor from the Psychology Department. Research honors Requirements: A minimum GPA of 3.2 overall and in Psychology at the time of graduation and a grade of B or higher in this course.

PSY 494 - Independent Research II (3)
Students will collect and analyze their data, compose a publication quality manuscript, and do a public oral presentation and defense of their research project proposed in Independent Research I. Students should consult the Independent Research Guidelines on the Psychology web page for details regarding this course. Independent Research II is open to all students meeting the prerequisites, but has been designed specifically for students seeking Research Honors in Psychology. Students must take Independent Research I and Independent Research II in consecutive semesters unless special permission is obtained. Course Prerequisites: PSY 493 and permission of a project advisor from the Psychology department. Research Honors Prerequisites/Requirements: A grade of B or higher in PSY 493 and a minimum GPA of 3.2 overall and in Psychology at the time of graduation is required.

PSY 495 - Directed Research (1 to 6)
Students must make specific arrangements for Directed Research with a full-time faculty member in the Psychology department prior to registration.

PSY 497 - Senior Sem: History & Systems (3)
This course will provide students with a capstone experience that focuses on the intellectual roots of modern psychology, including contributions from ancient and modern philosophy and evolutionary theory. The founders and other figures in the history of psychology are discussed, as well as their schools of thought: structuralism, functionalism, Gestalt psychology, behaviorism, psychoanalysis, humanism, cognitive psychology, and contemporary and modern psychology, including efforts to create a unified theory of psychology. Additional topics included are the history of clinical psychology (views and treatment of mental illness) and the rise of mental testing. Fulfills writing-intensive requirement. Prerequisite: PSY 299 completed with a C or better. Successful completion of the seminar with a grade of C- or better required for graduation. Open to senior Psychology majors. Fall

PSY 497L - Senior Seminar Lab (1)
This lab is a complement to Senior Seminar (PSY 497 or 498). The purpose of this lab is to help students prepare for and successfully complete each section of the required Departmental Comprehensive Exam. Included are a combination of online and in classroom learning experiences. Students will receive study materials to help prepare them to complete each section of the exam that is administered each term. Review sessions will be offered as needed leading up to the administration of the exam. Either PSY 497 or 498 are co-requisite or prerequisite for this course. Students must complete this lab, each part of the comprehensive exam with a grade of C- or better, and the senior exit survey. Fall and Spring

PSY 498 - Senior Sem: Research in Psych (3)
This course is designed to provide Psychology and Forensic Psychology majors with a capstone experience. Each student in this course will be required to successfully complete and present a project on a significant question or topic that is being addressed by psychologists currently working in the discipline. Fulfills writing-intensive requirement. Prerequisite: PSY 497 completed with a C or better. Successful completion of this seminar, with a C- or better, is required for graduation. Open to senior Psychology majors. Fall, Spring

PSY 498L - Senior Seminar Lab (1)
This course is a complement to Senior Seminar (PSY 497 or 498). The purpose of this lab is to help students prepare for and successfully complete each section of the required Departmental Comprehensive Exam. Included are a combination of online and in classroom learning experiences. Students will receive study materials to help prepare them to complete each section of the exam that is administered each term. Review sessions will be offered as needed leading up to the administration of the exam. Either PSY 497 or 498 are co-requisite or prerequisite for this course. Students must complete this lab, each part of the comprehensive exam with a grade of C- or better, and the senior exit survey. Fall and Spring

PSY 499 - Independent Study (1 to 6)
Students must receive instructor approval on an Independent Study Proposal form prior to registration. Independent studies are permitted only for topics that are not already covered in courses offered by the department.

RLS - Religious Studies

RLS 100 - Intro Religious Studies (3)
Examines methods of study and approaches used to study religious thought, practice and language. (CA)
RLS 102 - Ethics and Values (3)
A general introduction to ethics, examining both the historical development of ethical theory and its application to selected contemporary issues. (C4)

RLS 110 - Intro to Theology (3)
A survey of the languages and theories of Christian faith: systematic, dogmatic, Biblical and moral theology as analysis of the languages through which individuals and churches express the relationship between the human and the divine. (C4)

RLS 121 - World Religions (3)
Introduction to the major world religious traditions: Shinto, Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism. Fulfills diversity requirement. (C4)

RLS 122 - Christian Traditions (3)
An historical and theological review of the Christian tradition. Topics include the formative period, the Councils, the East-West schism, the Reformation, the challenges of science and secularism, and the Ecumenical movement. (C4)

RLS 128 - Intro to Christian Ethics (3)
An inquiry into questions about Christian practices and commitments amid contemporary life. (C4)

RLS 171 - Sacred Place: Sacred Space (3)
Religious Architecture: The way in which the sacralization of space both shapes and is shaped by religious experience. May examine folk objects, landscapes, food ways and other material or spatial ways in which people encounter the sacred. (C4)

RLS 180 - Religion & Popular Culture (3)
This course will investigate the significant relationships between religion and popular culture. Through the lenses of philosophy and theology, ritual and ceremony, art and aesthetics this course will identify the religious dimensions of Film, Literature, Sport, and Music. The first half of the class will be dedicated to exploring the intersections between religion and popular culture and the second half of the class will be a discussion of how technology and mass media have catalyzed the possibilities of asynchronous worship. We will conclude by looking at examples of digital religions and virtual sacred spaces and the crisis points that arise between meaning and knowledge, experience and epistemology, nature and technology. Fulfills diversity requirement. (C4)

RLS 190 - Religion and Film (3)
Cave paintings. Illuminated manuscripts. Nativity stories. What does seeing have to do with believing? Religions have always depended on rich visual imagery and colorful parables to communicate their teachings. Today, films mirror and model our deepest values and shape our religious imaginations. This course invites critical reflection on what popular films say about religion and values. (C4)

RLS 191 - Catholic Social Justice
Contrary to popular opinion, the Catholic Church’s consistent agenda transcends a simplistic ‘liberal-conservative’ spectrum. This seminar examines the Roman Catholic Church’s vast and diverse teachings on economics, the family, the environment, racial justice, and just war doctrine. (C4)

RLS 203 - Hebrew Scriptures (3)
A comprehensive history of the origins, development and religious significance of the Old Testament (Tanach) text. (C4)

RLS 204 - New Testament Studies (3)
An introduction to the community behind the Christian Scriptures; the origins, development and religious significance of the New Testament text. (C4)

RLS 210 - Special Topics (3)
The purpose of this course is to provide flexibility within the course offerings and an opportunity for students and faculty to explore areas of current or topical interest which are not available in the regular course offerings. (C4)

RLS 212 - American Religious History (3)
Before the Mayflower to the present, a study of religion in American culture: the building of a nation, church-state relations, alternative movements, spiritualities, religious practices, and assimilation. (C4)

RLS 230 - Myth, Symbol, and Story (3)
A study of the form and content of symbolic imagery employed to tell sacred stories (parables, myths, dreams, fairy tales, etc) from multiple theoretical perspectives. (C4)

RLS 235 - Indigenous Religions (3)
Spirituality expressed as religious practice and belief outside the boundaries of major world religious traditions: Native African, Polynesian, Native Australian, Siberian; traditions and assessment of their contemporary relevance. Fulfills diversity requirement. (C4)

RLS 240 - Native American Religions (3)
A survey of the general characteristics of Native American religions in both North and South America, with special emphasis on the Iroquois of New York State. Fulfills diversity requirement. (C4)

RLS 253 - African/Afro Caribbean Rel (3)
A survey of African American and Caribbean religious traditions. (C4)

RLS 265 - Religion & Race in America (3)
This course will focus on the academic study of religion and how race and ethnicity, culture and nationality are influenced by religion and how religions are influenced by race and ethnicity, culture and nationality. We will use contact, critical race theory, and collaboration as theoretical tools in order to uncover the (sometimes insidious) relationships between personal prejudice and institutional racism, racial identity and racial assignment, the ‘empirical other’ and the ‘self.’ Lastly, we will consider how patterns of racism and anti-Semitism have impacted religion in America from the founding up until the present day. Fulfills diversity requirement. (C4)

RLS 290 - Religion, Conflict, & Peace (3)
Whose side is God on? This course examines the role faith and religion play in the effort to promote alternatives to violence, inequality, and injustice, especially those resulting from personal, public, national, and/or international differences and conflicts. (C4)

RLS 302 - Catholic Social Justice (3)
Contrary to popular opinion, the Catholic Church’s consistent agenda transcends a simplistic ‘liberal-conservative’ spectrum. This seminar examines the Roman Catholic Church’s vast and diverse teachings on economics, the family, the environment, racial justice, and just war doctrine. (C4)

RLS 305 - Philosophy of Religion (3)
A study of religious experience, the relationship between reason and belief; consideration of the difficulties of the language of religion;
the believer's arguments for God's existence, and the atheist's arguments against belief in transcendent realities. Fulfills writing-intensive requirement. (C4)

RLS 316 - Mysticism/Contemplation/Prayer (3)
A survey of the mystical tradition of all religions. Mystical faith and practice as understood by its practitioners and as interpreted by philosophical and psychological theory. Special attention to Theresa of Avila and John of the Cross. Fulfills writing-intensive requirement. (C4)

RLS 365 - Religion: Race, Class, Gender (3)
A class which explores the moral dimensions of the social construction of race, class and gender, and how this has been influenced by religions. Conversely, the study will also explore how the social construction of religions has been influenced by race, class and gender. Recommended for students interested in Women's Studies. Fulfills writing-intensive and diversity requirements. (C4)

RLS 421 - The Holocaust Historic Tragedy (3)
This course will explore historical, psychological and religious components of a very tragic event in the history of civilization. By understanding the events which led up to the rise of Nazi Germany and all that took place 1933-1945, one will gain deeper insights into human nature, prejudice and racial and political bigotry. (C4)

RLS 499 - Independent Study (1 to 4)
An opportunity for a self-directed student to study a topic not offered this semester or not listed in the catalog, one on one with a particular professor. Must be arranged with a professor for a specific topic prior to registration. (C4)

RTC - Military Leadership - ROTC

RTC 100 - Intro to Military Ldrshp I (1)
The course introduces students to fundamental components of service as an officer in the United States Army. These initial lessons are the building blocks of progressive lessons in values, fitness, leadership, and officership. Students will learn how the personal development of life skills such as cultural understanding, goal setting, time management, mental/physical resiliency, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

RTC 100L - Leadership Lab (0)
Leadership Lab introduces cadets to the Army and the Profession of Arms. In lab, cadets put theory into practice through a series of exercises and simulations designed to develop and test their leadership and physical fitness skills. Each lab has a Preparation, Execution, and as Assessment Phase. There will be opportunity for extensive small group discussions and exercises through the labs to apply learning and provide reflection. Prerequisite: Enrolled in Army ROTC with valid medical clearance documentation on file. Co-requisite: RTC 110.

RTC 200 - Fnd of Military Ldrshp I (3)
The course contains the principal leadership instruction of the Basic Course. The use of practical exercises is emphasized, as students are increasingly required to apply communications and leadership concepts. The focus continues to build on developing knowledge of the leadership attributes and core leader competencies through the understanding of Army rank, structure, and duties as well as broadening knowledge of land navigation and infantry squad tactics. Case studies will provide a tangible context for learning and understanding the Soldier's Creed and Warrior Ethos. Upon completion of this semester, students should be well grounded in the fundamental principles of leadership, and be prepared to intensify the practical application of their studies during the Advanced Course.

RTC 200L - Leadership Lab (0)
Leadership Lab introduces cadets to the Army and the Profession of Arms. In lab, cadets put theory into practice through a series of exercises and simulations designed to develop and test their leadership and physical fitness skills. Each lab has a Preparation, Execution, and as Assessment Phase. There will be opportunity for extensive small group discussions and exercises through the labs to apply learning and provide reflection. Prerequisite: Enrolled in Army ROTC with valid medical clearance documentation on file. Co-requisite: RTC 200.

RTC 210 - Fnd of Military Ldrshp II (1)
The course focuses principally on officership, providing an extensive examination of the unique purpose, roles, and obligations of commissioned officers. It includes a detailed look at the origin of the Army’s institutional values and their practical application in decision making and leadership. Students examine the challenges of leading teams in a complex, combat operational environment. The course highlights dimensions of terrain analysis, infantry patrols, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. This course draws on the various components of values, communications, decision making, and leadership together to focus on a career as a commissioned officer. Upon completion of this course, students should possess a fundamental understanding of both leadership and officership and demonstrate the ability to apply this understanding in real world situations.

RTC 210L - Leadership Lab (0)
Leadership Lab introduces cadets to the Army and the Profession of Arms. In lab, cadets put theory into practice through a series of exercises and simulations designed to develop and test their
leadership and physical fitness skills. Each lab has a Preparation, Execution, and as Assessment Phase. There will be opportunity for extensive small group discussions and exercises through the labs to apply learning and provide reflection. Prerequisite: Enrolled in Army ROTC with valid medical clearance documentation on file. Co-requisite: RTC 210.

RUS - Russian

RUS 101 - Identity and Culture (3)
With a communication-centered approach, this course begins with the alphabet, elementary structures, expressions and vocabulary of the Russian language, with a significant focus on cultural aspects and/or current events of the Russian speaking world. After completing this course, students should be able to recognize words and simple sentences in familiar and everyday contexts. Students with more than one year of high school Russian should not take this course. (C3)

RUS 102 - Culture in Action (3)
A continuation of RUS 101. With a communication-centered approach, this course explores the elementary structures, expressions and vocabulary of the Russian language, with a significant focus on cultural aspects and/or current events of the Russian speaking world. After completing this course, students should be able to handle short social interactions, using written or oral language to communicate about familiar topics via phrases and simple sentences. Students with more than two consecutive years of high school Russian should not take this course. (C3)

SCI - Science

SCI 100 - Fundamentals of Science (4)
This course will serve as the scientific foundation for Special Education and Childhood Education non-science concentrators as a science laboratory course designed to address the New York State Education Department science and technology standards in physics and chemistry for children in grades 1-6. Students will utilize concepts and processes taught in the classroom and in a laboratory setting for the purpose of problem solving in a problem-based workshop. The two-and-one-half hour lab and one-hour workshop will be held at times separate from the lecture. Students completing this course are expected to take SCI 200, which includes a laboratory and workshop, to complete the required 8-credit hour science sequence for Special Education and Childhood Education non-science concentrators. Lab fee. This course may not be taken pass/fail. (C5)

SCI 101 - Intro Topics: Science (3)
A course covering introductory-level topics within specific science fields (e.g., biotechnology, molecular science).

SCI 200 - Fundamentals of Science (4)
This course is a continuation of SCI 100, and will serve as the scientific foundation for Special Education and Childhood Education non-science concentrators as a science laboratory course designed to address the New York State Education Department science and technology standards in biology and earth science for children in grades 1-6. Students will utilize concepts and processes taught in the classroom and in a laboratory setting for the purpose of problem solving in a problem-based workshop. A three-hour lab and one-hour workshop will be held at times separate from the lecture. The completion of SCI 100 and SCI 200 will satisfy the 8-credit hour science sequence for Special Education and Childhood Education non-science concentrators. Prerequisite: SCI 100. Lab fee. This course may not be taken pass/fail. (C5)

SCI 350 - Science in Modern Society (2)
This course will serve as the capstone course for Childhood Education Biology and Science majors with concentrations in Biology or General Science and Adolescence Education Biology majors. Current Issues in Science Education will examine interdisciplinary scientific concepts (biology, chemistry, physics and ecology) and apply the tools of science to topical public issues. Students in the education science concentrations must have taken 24 credits in the concentration prior to enrolling in this capstone course. Prerequisite: CHM 105 or CHM 190. Offered as needed.

SCI 399 - Natural Sciences Colloquium (0)
A series of lectures, seminars, and presentations designed to acquaint students to a variety of scientific disciplines, research opportunities on and off campus, and possible career choices. All science majors must enroll in this course during their first year of studies at The College of Saint Rose. Pass/fail grading. Fall.

SEC - Secondary Education

SEC 365 - Curriculum/Instruct 7-12 (4)
This course is designed to enable Adolescence Education students to develop knowledge and skills in the development of curriculum and instruction. Students will complete a 25-hour field experience and analyze that experience with regard to the major components of the teaching process: curriculum, instructional planning, presentation and implementation skills, management, assessment, and motivation. Research-based instructional models and strategies for teaching learners with the full range of abilities will be examined and implemented in field experiences. There will be an emphasis on reading, writing, listening and speaking across the curriculum, and on the use of all types of texts (i.e., textbooks, trade books, periodicals, student-generated texts) to engage pupils in the curriculum. Such topics as the demographics and sociology of the classroom, community-school relations, curriculum modifications for learners with exceptionalities, IEPs, parental involvement, technology, gender equity, service learning, and professional development will also be addressed. Students will receive the initial guidance for the development of their professional portfolios. Students must obtain fingerprint clearance prior to beginning field experiences. Open only to majors at Saint Rose. Not open to freshmen or sophomores. One credit of literacy is embedded in this course. Spring

SEC 371 - Literacy/Liter Mid/Sec Schools (4)
This course is designed to prepare students to develop language and literacy skills in pupils in middle and secondary schools in accordance with standards for the English Language Arts posed by the New York State Next Generation Learning Standards and by professional literacy organizations (NCTE and ILA). The use of all types of texts for adolescents and young adults in content area instruction is emphasized, as well as reading and writing in the content areas, across the curriculum. The development of pupils' study and investigative skills is addressed, particularly in regard to the use of information technologies and the critical evaluation of the information obtained. Students will develop skills for assessing pupils' abilities and needs. Strategies and methods for adapting literacy instruction in the content areas to meet the needs of pupils
with the full range of abilities, including pupils whose native language is other than English, will be examined. Methods for collaborating with reading specialists and special educators will be addressed. A 10-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Fall.

SEC 374 - Methods Tchg English Sec Sch (4)
The course provides students with practical approaches in implementing the NCTE and the New York Next Generation State Learning Standards for the English Language Arts within an integrated curriculum. The course presents theory- and research-based approaches to teaching a wide range of literature to culturally and economically diverse adolescent learners, including those who are English learners and those with special needs. The course incorporates strategies for teaching speaking and listening. Students will complete a 25-hour field experience in conjunction with the course. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: IEC 253, or EDU 245, or SEE 245, or SEC 365. One credit of literacy is embedded in this course. Fall.

SEC 378 - Methods Tchg Soc Stud Sec Sch (4)
This course provides students with practical approaches to implementing the New York Social Studies Framework, New York State Next Generation Standards for English Language Arts, The National Council of the Social Studies Teacher Preparation Standards, and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. Practical approaches to curriculum implementation for current events, economics, history, political science, government and sociology are stressed. In addition to exploring social studies disciplines, methods of building critical thinking, problem solving, and participatory skills to become engaged citizens will be applied. Literature based instruction, expository texts, writing across the curriculum, project based teaching and learning, instructional technologies, research and presentation skill building, analysis of standardized and alternative assessments, and the inclusion of diverse learners are addressed. Organizing the classroom for social studies instruction in a variety of ways is considered. Social studies process skills, such as the use of primary and secondary sources, scientific method, and reporting skills receive attention, as do teaching writing, speaking and study skills through social studies. Students will complete a 25-hour field experience in conjunction with the course. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: IEC 253, or EDU 245, or SEE 245, or SEC 365. One credit of literacy is embedded in this course. Fall.

SEC 387 - Adv Field Exp:Gr 7-12 (3 to 6)
A field experience, selected in cooperation with faculty in the department of Teacher Education, designed to meet the individual needs of the student. A syllabus for this experience must be devised with cooperation and approval of the faculty advisor and the course mentor prior to registration for the course. The student must also complete an application for this experience. Open to Saint Rose students only. Students must obtain fingerprint clearance prior to beginning field experiences. Offered occasionally by individual request.

SEC 470 - Stud Tchg 7-9 & 10-12 (9)
This culminating field course is a one-semester, full-time experience that includes placements at two grade levels: 7-9 and 10-12. Prior to student teaching, students complete a 20-hour field experience in each of their placements that involves a thorough analysis of home, school and community composition and dynamics, which is done under the supervision of the College of Saint Rose student teaching supervisor. Application must be made by February 1 for the Fall semester, and by October 1 of the preceding Fall semester for a Spring student teaching placement. Prerequisites: good standing in the School of Education; required GPAs (2.75 in education courses, 2.5 overall, see major for required GPA); grade of C+ or better in every required education course; completion of education sequence; completion of violence prevention, child abuse, dignity for all, and substance abuse workshop requirements. Students must obtain fingerprint clearance prior to beginning field experiences. Co-requisite: SEC 498. Open only to majors at Saint Rose. Fall, Spring.

SEC 498 - Seminar:Student Tchg (3)
This course is designed to provide support during the student teaching semester. Topics and issues related to teaching in the middle and high school and to the teaching profession that support and complement the student teaching experience are addressed. It is a pass/fail course which allows opportunities for student teachers to come together with colleagues and the instructor to discuss topics and issues that are related to teaching and learning and to students' classroom situations. Topics include, but are not limited to, ethics, education law, adolescents with disabilities, classroom management, working with parents and community resources, shared decision-making, and assessment. Students will also complete their professional portfolios that were initiated earlier in their education sequence. Open only to majors at Saint Rose. Co-requisite: SEC 470. Spring.

SEC 499 - Independent Study (1 to 4)
Requires application for independent study.

SED - Special Education

SED 146 - Ind w/Except in Schl & Comm (4)
This course is designed to provide teacher candidates with an understanding of how exceptional learning needs may impact human development and learning. It will address the historical development and legal framework for special education service delivery within public education. Teacher candidates will become familiar with the provisions of the federal law known as IDEA, as well as Part 200 of the Regulations of the New York State Commissioner of Education. Candidates will discuss the 13 classifications of disability covered by IDEA. The manner in which disability impacts the family system, issues related to cultural diversity and the needs of English Language Learners will also be a focus of study. Candidates will analyze case material to identify violations of the special education law and to develop a framework for understanding the assessment process as it relates to instructional planning. They will also conduct a multi-faceted study of an area of disability. Students will complete 15 hours of field experience in a setting that serves children with disabilities. Fulfills diversity requirement. Fall, Spring

SED 191 - Exp in Acad Coach & Self Reg (0 or 1)
This course is designed for peer tutors to earn a notation on their transcript for coaching scholars who display difficulty with the skills necessary to succeed in college. These skills include planning and prioritizing (i.e., deciding on a goal and a plan to meet it), time management (i.e., knowing what to do and when to do it to meet deadlines), and task initiation (i.e., starting projects without procrastination or avoidance). An initial setup session where the tutors coach the scholars on how to complete assignments requiring
multiple steps will be followed by ongoing weekly sessions to check in on scholar assignment management and provide instruction in study strategies including note-taking, test-taking, managing time, writing papers, and reading for understanding.

SED 225 - Fnd&Pract Incl Stud w/Dis PK-6 (3)
This course is designed to provide students with understanding of individuals with disabilities (grades Pre-K-6), the similarities and differences that occur among individuals who are defined as having disabilities, and how these variations relate to diagnosis and remediation. An overview of the 13 primary disability categories provided by IDEA and NYS Part 200 is provided but emphasis is given to high incidence disabilities within this course. The legal, historical, sociological and cultural context for special education services and inclusive practices will be examined so that students will come to understand their roles and responsibilities for collaboration, co-teaching and teaming among special educators, related service personnel, administrators, and family members. The process for pre-referral interventions in a multi-tiered system of support, referral to the Committee on Special Education, and the development and implementation of Individual Education Plans will be examined. The implementation of positive behavioral supports and interventions will also be examined to assist students in addressing social, behavioral and classroom management needs. Major emphasis will be given to how general education teachers can promote the participation and progress of students with disabilities in the general education curriculum through the use of Universal Design for Learning, and incorporate accommodations and adaptations across a range of individualized needs. Pre-requisite or co-requisite with EDU 245. A 15-hour field experience arranged by the instructor is required. Fall, Spring

SED 260 - Positive Behav Supports Yng Ch (4)
This course will address the social, emotional, and behavioral development of young children by examining the range of abilities and challenges that are observed in home and school settings. The course will address the developmental differences observed in young children as well as specific mental health concerns, disabilities and behavior challenges that all teachers must address in their classrooms. Specific methods for assessing behavioral differences, understanding the function of the behavior, and determining appropriate strategies to guide and manage challenging behavior in home and school settings will be explored. Attention will be given to school-based models to address behavior including PBS and response to intervention programs as well as curricula and interventions to assist young children in developing social emotional competence and self-regulation. Candidates complete a functional behavior assessment and behavior intervention plan based on a semester long process of observing one child, collecting data, and analyzing the data. Candidates also implement social learning activities and lessons for individual and group instruction. An 18-hour field experience is required. Prerequisites: SED 146, CSD 235, EPY 245, ECE 253. Pre or Co-requisite: SEE 350.

SED 322 - Autism Spectrum Disorders (3)
This course addresses the characteristics and needs of individuals with autism spectrum disorders (ASD). The diversity of abilities and needs of individuals with ASD is addressed in the areas of communication, sensory, social-emotional, behavioral, self-regulatory, motor, and academics. Candidates will examine theories of etiology, diagnostic criteria, classroom-based assessment procedures, interventions, instructional methods, and a variety of program models used through the life span thorough weekly readings and reflections. Candidates will be involved in the delivery of small group social tutoring for students with autism spectrum disorders which requires assessment, lesson planning, self-reflection, progress monitoring and summative progress reports at the end of the semester. Observation in school-based settings for evidence-based practices is also required. Collaboration with families, schools and co-teaching partners is an important outcome of this course. 10 hour field experience. Prerequisites: SED 146, SEE 245, SEE 249, SED 347 or equivalent courses. Interview and permission of instructor is required. Fall.

SED 333 - Practicum: Soc Interv Autism (0 or 1)
This experience is open to candidates interested in volunteering as an aide in the Social Intervention Program in the Emery Clinic. Candidates must complete a face-to-face interview with the program director, attend an opening orientation session and attend weekly sessions. A 10-hour practicum experience is required. Fall, Spring. Interview and instructor approval is required.

SED 344 - Social Intervn w/ Autism Spec (3)
The course focuses on the social, emotional, communication, and behavioral needs of individuals with autism spectrum disorders (ASD). Topics covered will focus on current research in evidence-based practices to support the social, emotional, communication, and behavioral development of individuals with ASD. Special topics and models of intervention based on current research and promising practices in the field will be examined. Candidates will be involved in the delivery of small group social tutoring for students with autism spectrum disorders which requires assessment, lesson planning, self-reflection, progress monitoring and summative progress reports at the end of the semester. Observation in school-based settings for evidence-based practices is also required. Collaboration with families, schools and co-teaching partners is an important outcome of this course. 15 hour field experience. Prerequisites: SED 146, SEE 245, SEE 249, SED 347 or equivalent courses. Interview and permission of instructor is required. Spring.

SED 347 - C&I:Inten Sup Needs Children (4)
A course designed to provide candidates with methods and strategies for assessing and teaching pupils with who are identified as having autism, an intellectual disability, or multiple disabilities in inclusive and/or other special education settings. Emphasis is placed upon assessment procedures that incorporate family involvement and consider academic, social, communication, and functional skills across various levels of development. The curriculum and instruction portion of the course focuses on evidenced based instructional practices that align with the Next Generation learning standards and individual student need. Transdisciplinary teaming and planning, the use of assistive technology, and the alternative performance indicators for the NYSAA are also addressed. A 21-hour field experience is required as candidates implement course content in the field. Prerequisite: SEE 249. Fall, Spring.

SED 366 - Support Soc Compet w/Yng Cld (3)
This course will address the social, emotional, and behavioral development of young children by examining the range of abilities and challenges that are observed in home and school settings. Attention will be given to the range of developmental differences observed in young children as well as specific mental health concerns, disabilities and behavior challenges that all teachers must address in their classrooms. Specific methods for assessing
behavioral differences, understanding the function of the behavior, and determining appropriate strategies to guide and manage challenging behavior in home and school settings will be explored. School-based models for addressing behavior such as positive behavior supports (PBS) and response to intervention (RTI) programs will be explored as well as curricula and interventions to assist young children in developing social emotional competence and self-regulation. Prerequisites for Inclusive Early Childhood Majors: IEC 230, IEC 146, EPY 245, CSD 235, IEC 231, IEC 253, EPY 350. Co-requisite SED 340. Prerequisites for Early Childhood-Special Education Majors: ECE 253, SED 146, EPY 245, CSD 235. 18-field experience hours are required for this course. Students must obtain fingerprint clearance prior to beginning field experience. Spring.

SED 380 - Topics in Special Education (0 to 3)
A general course offering that allows faculty to offer a variety of special topics related to the field of special education. Instructor approval required to register. Offered occasionally.

SED 450 - Organ Spch/Lang/Hr Sch Prog (3)
This course emphasizes the roles of the speech-language pathologist working with children from birth to age 21 in public educational settings. Coordination of school-based speech, language and hearing services is explored with emphasis on developing the knowledge, skills and attitudes necessary for students to facilitate the successful participation of pupils with disabilities in their educational programs. The content will include the legal, historical, and cultural context for special education and inclusive practices in New York State, and effective practices for planning and designing co-teaching models through collaboration with regular and special education teachers, related service personnel, administrators and families. Students will understand the continuum of services in New York State including providing services to students through general education as well as mandated services. Students will understand the categories of disabilities, the variation between and across disability classifications, and the impact of the disability on classroom performance. Students will understand the process of pre-referral and referral to the Committee on Special Education, and the development and implementation of Individual Education Plans to framework individualized instruction that could include environmental, curricular, instructional, and assessment modifications and accommodations. Students will understand service delivery options, grouping of students in special education, and clinical decision making based on evidence based practice and strong ethical value. Student will learn to apply positive behavioral supports and interventions to address student and classroom management needs. Fall, Spring, Summer.

SED 494 - Stud Tchg ECE/SpEd Bir-Pre Sch (5)
The teacher candidate will teach in a special education or inclusive education setting at the preschool level as a special education professional. This course is a culminating field experience required of all teacher candidates in the Inclusive Early Childhood Education Birth-Grade 2 program. The candidate will observe, participate, teach, and assume responsibility within the classroom, under the guidance of the cooperating teachers and College personnel. It is expected that teacher candidates will complete an Instructional Plan/Assessment Project with a pupil with disabilities during their student teaching experience. Prerequisites: education coursework and additional requirements for student teaching including all required field experiences; a substance abuse workshop; HIV/AIDS, communicable diseases, and safety workshop; the child abuse and abduction workshop; the Dignity for All students workshop; the violence prevention workshop; and final approval of the application by the program faculty. Students must register for SED 495 and IEC 490 concurrently. Applicants for student teaching must attend an application meeting early in the semester prior to the student teaching semester. Program prerequisites: IEC 230, IEC 146, EPY 245, CSD 235, IEC 231, IEC 253, IEC 350, EPY 350, SED 366, SED 340, IEC 360 and IEC 385. 10 weeks Spring.

SED 495 - Stud Tchg Seminar ECE/SpEd (2)
This is a required course for all Inclusive Early Childhood Education majors who are enrolled in SED 494 for student teaching. The seminar deals with issues relevant to the teaching profession. Topics are selected to support and complement the student teaching experience. It is a pass/fail course, which allows opportunities for the teacher candidate to come together with colleagues and the instructor to discuss issues that relate to teaching as a profession, in general, as well as those that relate to individual classroom situations. This course gives prospective teachers an opportunity to reflect critically on the profession and their role in the classroom, to explore alternatives, to consider consequences (intended and unintended) of various classroom actions, and to begin to assume responsibility for their own continuing professional development. Teacher candidates are responsible for maintaining a reflective journal and completing an Instructional Plan/Assessment Project with a pupil with disabilities during their student teaching experience. Co-requisite: SED 494 and IEC 490. Only open to candidates who have met all prerequisites and requirements for student teaching (SED 494). Spring.

SED 499 - Independent Study (1 to 4)
Students must submit application with proposal for study prior to registering.

SEE - Spec Educ Elem Educ

SEE 100 - Intro to the Profession (0)
Candidates in the dual majors of Special Education/Childhood Education and ASPIRE programs will have an opportunity during their first year or semester on campus to learn about the professional and service learning opportunities available to them while engaged in the study of their major. An overview to program requirements and expectations for professionalism will be examined. Fall, Spring.

SEE 106 - Intro to Portfolio (0)
Candidates enroll in this workshop concurrently with their first course in the major. An overview of the portfolio process is introduced to candidates along with guidelines for the standards and criteria used in portfolio evaluation. This workshop provides candidates with expectations for portfolio development early in the program so that they can begin collecting and organizing data as they progress through their courses and field experiences. Candidates should enroll concurrently with SED 146 or SEE 245. Fall, Spring.

SEE 245 - Curriculum & Instruction (4)
This course is designed for Childhood Education/Special Education (SEEED) majors to develop knowledge and skills in the development of curriculum and instruction. Emphasis is placed on New York Learning Standards, the impact of these standards on instruction, and instructional design to meet the needs of culturally diverse populations and children with the full range of abilities found in today's schools. Candidates engage in the development of
goals and instructional objectives, Individual Education Plans, lesson plans and thematic units that address all domains. The integration of technology as a teacher resource and as an instructional tool will be covered. Appropriate formal and informal assessment tools will be included within the context of unit and lesson plans. Research-based instructional models, strategies, methods and procedures are introduced and linked to theoretical and factual knowledge of learning processes and human development. Assessment of learner progress, appropriate classroom accommodations and modifications for students with the full range of abilities, and the development of collaborative teaching partnerships are also examined. One credit is earned through participation in, and implementation of, class content within a 15-hour supervised field experience. Pre- or co-requisite: SED 146. Fall, Spring.

SEE 249 - Prin & Proc Eff Behav Mgmt (4)
The course will address the range of behavioral differences observed in typical children and youth as well as the challenges seen among youngsters with mental health issues, disabilities and behavior challenges. Emphasis is placed upon the classroom management techniques that will enhance both individual and group learning in a safe and well-organized environment. Interventions will be presented that assist the future teacher in providing positive learning environments that support students’ academic and social skills development. Attention will be given to school-based models to address behavior including positive behavior supports (PBS) and response to intervention (RTI) programs as well as curricula and interventions to assist children and youth in developing social emotional competence, self-regulation and executive function skills. Candidates complete a functional behavior assessment and behavior intervention plan based on a semester long process of observing one child, collecting data, and analyzing the data. Candidates also develop social learning activities and lessons for individual and group instruction. Candidates also implement social learning activities and lessons for individual and group instruction. One credit is earned through a required 15-hour field experience. Prerequisite: SED or SIE 146. Fall, Spring.

SEE 328 - Partnerships w/ Families (3)
This course is designed to provide candidates with the skills and dispositions necessary to work with families in our increasingly diverse and multicultural society. Emphasis is placed upon understanding one’s own background and values and how this affects one’s responses to families who express different viewpoints regarding childrearing, behavior, schooling, disability and independence. Candidates will spend time examining their own communication skills and develop skills in problem-solving, reflective listening, and conflict resolution. Course projects will provide an opportunity for service learning. A variety of case studies is used as a means for expanding the candidate’s understanding of diverse families. Minimum 8 field experience hours for service learning. Prerequisite: SED146, ECE 230. Fall, Spring.

SEE 350 - Devel Assess Yng Children (3)
This course addresses assessment practices for young children (Birth-Grade 2) in the physical, social-emotional, cognitive, communication, adaptive (self-help) domains. The emphasis is placed on using systematic observation, documentation and other appropriate assessment tools and approaches, including norm-referenced, criterion-referenced and curriculum-based assessment as a means of making decisions about infants and young children’s development and learning and monitoring progress of children with exceptionalities. Information is linked to Individualized Family Service Plans (IFSP’s), Individual Education Plans (IEP’s) and the role of the family in the assessment process. 8 Field hours. Fulfills writing-intensive requirement. Prerequisites: ECE 230, SED 146, EPY 245, CSD 235. Fall.

SEE 360 - Literacy & Lit Young Children (4)
This course is designed to prepare candidates to evaluate and develop children's literacy in primary grade classrooms in accordance with standards for the English Language Arts established by New York State and other professional organizations. Emphasis is placed on identifying approaches to literacy and the ways in which various approaches foster the development of young students’ phonics, fluency, vocabulary, comprehension, and composition. Additional emphases include strategies for early diagnosis and intervention, evaluating developmentally appropriate children’s literature, and fostering optimal learning environments for all learners. A variety of assessment methods, teaching strategies and materials will be critiqued and used in an effort to address the needs of heterogeneous learners including pupils with exceptional skills, pupils with disabilities, and pupils who are English Language Learners. A 15-hour supervised field experience is required for this course. Students must have fingerprinting clearance from The New York State Department of Education to complete the required field experience. Prerequisites: EPY 244 or 245. Pre- or co-requisites ECE 253, SEE 245, or EDU 245. Prerequisite CSD 235 (SEED majors). Fall, Spring.

SEE 362 - Literacy Primary Grades (1)
This course addresses literacy instruction for grades 1-3 in accordance with English Language Arts standards established by New York State and other professional organizations. Candidates will examine early literacy program models, instructional materials, and assessments. Candidates will conduct early literacy assessments with a pupil in grades 1-3. Students who transfer in a course that is equivalent to SEE 360 for 3 credits must also take SEE 362 for 1 credit.

SEE 380 - Literacy/Literature Intrm Grds (4)
This course prepares teacher candidates to effectively instruct, assess, and remediate children's literacy development in the intermediate grades in alignment with New York State Next Generation Learning Standards, as well as standards of other professional organizations such as IRA, CEC, and ACEI. Candidates will develop a practical and theoretical understanding of teaching reading comprehension, writing and academic language across the disciplines. Candidates will critique and use a variety of assessment methods, teaching strategies and materials, including developmentally appropriate literature, in an effort to address the needs of diverse learners including English Language Learners and those with exceptionalities. Fulfills writing intensive requirement. A 15-hour supervised field experience is required for this course. Teacher candidates must have fingerprinting clearance from the New York State Department of Education to complete the required field experience. Prerequisites SEE 360. Fall, Spring.

SEE 385 - Incl El Tchg/LangArts/Soc Stud (4)
This course is designed to provide students with theory and practice related to teaching the required elementary content areas of English Language Arts and Social Studies in inclusive classrooms grades 1-6. Emphasis is placed on the candidate’s ability to design instructional plans and lessons in accordance with New York State Next Generation Learning Standards. Evidenced-based instructional practices will provide the basis for planning and implementation of lessons. Candidates will implement a variety of assessment methods.
and technology throughout their lessons. Through extensive field work candidates will development and implement an instructional plan and lessons to meet the needs of diverse learners in inclusive settings. A 35-hour supervised field experience in a partner elementary school is required for this course. This course must be taken concurrent with SEE 386. Prerequisite: SED 347. Fall, Spring.

SEE 386 - Incl El Tchng/Math/Sci Tech (4)
This course is designed to provide candidates with theory and practice related to teaching the required elementary content areas of mathematics, science, and technology in inclusive classrooms grades 1-6. Emphasis is placed on the integration of content areas and the ability to design lessons and units in accordance with New York State Next Generation Learning Standards. Research-based instructional practices will provide the basis for student-centered, constructivist, inquiry-based approaches, and the principles of service learning in the planning, implementation, and evaluation of instruction. Examination of formal and informal assessment methods will be included. The integration of technology as a teacher resource and instructional tool will be covered. The connection among mathematics, science, technology, and other content areas will be examined. The development and use of a repertoire of instructional practices and assessment techniques to meet the needs of a wide variety of learners is fostered through substantial work in inclusive elementary classrooms. Curriculum modifications for learners with a full range of needs and abilities will be considered and implemented in inclusive classrooms. A 35-hour supervised field experience in an elementary school is required for this course. This course must be taken concurrently with SEE 385. Prerequisites: SED 347. Fall, Spring.

SEE 481 - Stud Tchg Sem: ECE/Spec Educ (2)
This is a required course for all Early Childhood Education/Special Education majors who are enrolled in student teaching. The seminar deals with issues relevant to the teaching profession, particularly inclusive settings. Topics are selected to support and complement the student teaching experience. It is a pass/fail course, which allows opportunities for the student teacher to come together with colleagues and the instructor to discuss issues that relate to teaching as a profession, in general, as well as those that relate to individual classroom situations. This course gives prospective teachers an opportunity to reflect critically on the profession and their role in the classroom, to explore alternatives, to consider consequences (intended and unintended) of various classroom actions, and to begin to assume responsibility for their own continuing professional development. Only open to students who have met requirements for SEE 492. Students must register for SEE 482 and SEE 492 concurrently. Fall, Spring.

SEE 482 - Portfolio in ECE/Special Educ (1)
This is a required course for all Early Childhood Education/Special Education majors who are enrolled in student teaching. The portfolio development and presentation process is presented to candidates early in the semester to facilitate the final evaluation of candidate performance in the Early Childhood Education/Special Education program. Teams of faculty will evaluate materials presented by students such as exemplary lessons, units, teacher-made materials, and children's works (used with permission). Only open to candidates who have met requirements for SEE 492. Students must register for SEE 481 and SEE 492 concurrently. Fall, Spring.

SEE 485 - Stud Tchng Sem:Child Ed/Spec Ed (2)
This course is required of all Special Education / Childhood Education teacher candidates during the student teaching semester. The course will provide support for candidates throughout the weeks of student teaching. It will provide the opportunity for group discussion about student teaching issues, and the analysis of instructional experiences. Guidance in the completion of all assignments related to student teaching and direction for the application for teacher certification will also be provided through the weekly seminar. In each placement, candidates will plan and teach a sequence of 3-5 lessons and use pre and post assessment data to analyze the impact of their instruction. The lessons prepared and taught in the Special Education setting will be videotaped and used in the development of the EdTPA, a certification requirement, which must be submitted to New York State for evaluation. Prerequisites: All courses in the major. Co-requisites: SEE 486 and 495.

SEE 486 - Portfolio: Spec Ed/Childd Ed (1)
This course is required of all Childhood Education/Special Education teacher candidates during the student teaching semester. The course will provide support for candidates as they complete their developmental portfolio by selecting evidence from their past coursework to demonstrate their proficiency in four areas critical to teaching: Planning and delivering instruction, Assessment, Classroom and Behavior Management and Professionalism. Using a Chalk & Wire electronic platform, they will showcase and analyze their work as guided by reflection prompts. Prerequisites: All courses in the major. Co-requisites: SEE 485 and 495.

SEE 492 - Stud Tchng: ECE/Spec Ed B-Gr 2 (10)
This course is a culminating field experience required of all candidates in the Early Childhood Education/Special Education: Birth-Grade 2 program. Candidates will be placed with both a special education teacher and a general education teacher in PreK or Kindergarten setting and grade 1 or 2 setting during the semester in two of the following three options for a minimum of 7 weeks in each setting: inclusive education, special education, general education. The candidate will observe, participate, teach, and assume responsibility within the classroom, under the guidance of the cooperating teachers and College personnel. Prerequisites: SEE 106, EPY 245, SED 146, EDU 252, ECE 230, ECE 231, SEE 328, SEE 260, SED 340, SEE 350, SEE 360, ECE 385, CSID 235; all required field experiences; a substance abuse workshop; HIV/AIDS, communicable diseases, and safety workshop; the child abuse and abduction workshop; the violence prevention workshop; and final approval of the application by the program faculty. Students must register for SEE 481 and SEE 482 concurrently. Applicants for student teaching must attend an application meeting early in the semester prior to the student teaching semester. Applications for student teaching must be submitted by February 1 for a Fall semester placement and by October 1 for a Spring semester placement. Fall, Spring.

SEE 495 - SpecEd/Child Ed Student Tchng (9)
This practicum is designed to provide teacher candidates with a semester long, full time experience as a teacher in a classroom setting. Candidates will complete 7 weeks in a primary level classroom and 7 weeks in an intermediate level classroom. One placement will be in a general education setting and one in a special education setting. Candidates will gradually assume greater levels of responsibility in the classroom, culminating in a full week of solo teaching. Written lesson plans and journal reflections are required.
throughout the experience. Prerequisites: All courses in the major Co-requisites: SEE 485 and 486 * An application for student teaching must be submitted to The Field Placement and Advisement Office.

SEE 499 - Independent Study (1 to 3)
Students must submit application with proposal for study prior to registering.

SIE - Special Inclusion Education

SIE 146 - Ind w/Except in Schl & Comm (4)
A course designed to provide candidates with an understanding of adolescents with disabilities and exceptionalities, the similarities and differences that occur among individuals who are defined as exceptional, and how these variations relate to typical development. A focus on the 13 primary disability categories provided by IDEA and Part 200 is provided. Legal, historical, and cultural perspectives of disability within our culture are provided as candidates evaluate current issues in the field. Topics related to working with families and youth from diverse backgrounds, including those with limited English proficiency, as well as intervention models, inclusion strategies and transition planning are explored. The type and range of services available within national, state and local communities are examined, with a focus on family-school-community collaboration. One credit is earned through participation in an 15-hour field experience. Fulfills diversity requirement. Spring.

SIE 360 - Inclus Curr&Instr Dgn ASPIRE (4)
The course is designed to enable Adolescence/Special Education teacher candidates to develop knowledge and skills in the development of curriculum and instruction using principles of Universal Design for Learning. Theory and research-based models and strategies for teaching learners within a differentiated learning environment will be a strong focus of the course. Candidates will write lessons in their content major across a variety of grade levels dependent upon setting. A major outcome of the course is to develop a foundational awareness of the complexity of planning, delivering, and assessing instruction within the classroom as professionals work together to meet state and national curriculum standards across content areas. Models of differentiated instruction for diverse learners, including but not limited to accelerated learners, ELL, and learners with disabilities will be addressed. The field component of the course is integrated into all assignments. Students must obtain fingerprint clearance prior to beginning field experiences. Open only to ASPIRE students. Prerequisite: SIE 146. A 25-hour field experience in required outside of class. Fall.

SIE 365 - Fnd&Pract Inc Std w/Disa 7-12 (4)
The course is designed to enable Adolescence Education teacher candidates to develop knowledge and skills in the development of curriculum and instruction using principles of Universal Design for Learning. Theory and research-based instructional models and strategies for teaching learners within a differentiated learning environment will be a strong focus of the course. Candidates will write lessons in their content major across a variety of grade levels. A major outcome of the course is to develop a foundational awareness of the complexity of planning, delivering, and assessing instruction within the classroom as professionals work together to meet state and national curriculum standards across content areas. Models of differentiated instruction for diverse learners, including but not limited to accelerated learners, ELL, and learners with disabilities will be addressed. The field component of the course is integrated into all assignments. Students must obtain fingerprint clearance prior to beginning field experiences. Open only to Adolescence Education and SIE majors at Saint Rose. A 15-hour field experience is required outside of class. Fall.

SLG - Sign Language

SLG 250 - Sign Language I (3)
The goals of this Level I course in American Sign Language is to acquire conversational level vocabulary, grammar and sentence structure; to understand the difference between ASL and other sign modes; to become familiar with the basic rules of etiquette in Deaf culture; to acquire a basic knowledge of technology and services used by deaf and hard of hearing individuals to lead independent lives; and to develop the confidence to interact with members of the Deaf community. Fall, Spring. (C3)

SLG 255 - Sign Language II (3)
Advanced instruction in the use of American Sign Language. Prerequisite: SLG 250. Fall, Spring. (L02)

SLG 300 - Sign Language III (3)
Advanced instruction in the use of conversational American Sign Language. Prerequisites: SLG 250, SLG 255. Fall, Spring (L02)

SOC - Sociology

SOC 111 - Intro to Sociology (3)
An introduction to the major sociological concepts for understanding the structure and dynamics of contemporary society. Topics will include culture, deviance, bureaucracy, inequality, race, gender, and social institutions. Fulfills diversity requirement. (L11) Fall, Spring

SOC 112 - Social Issues (3)
An analysis of contemporary conflicts and issues that divide and influence society today, studied in historical context through such concepts as power, values, and interests. Topics covered generally include the nature of corporate and government power, economic inequality in a democratic society, the contradictions of racist consciousness and practices, varieties of sex and gender discrimination (contested women's roles, homophobia, the divisiveness and implications of abortion and gay marriage), the impact of social life and political decisions on our physical environment and the impact of a changing environment on us. Fulfills diversity requirement. (L11) As needed

SOC 212 - Societies and Social Welfare (2)
(Cross-listed with SWK 212) A study of the factors which have led to the development and change of social welfare institutions and policies in various societal contexts. SOC 212 introduces students to the policy area of the major and introduces students to the definition of generalist practice. Prerequisite: SOC 111 or by permission of the instructor. Fall

SOC 213 - Soc Chg & Soc Svc (3)
(Cross-listed with SWK 213) A study of the historical, socio-economic and political factors which have led to changes in social welfare policy; an examination of change as it applies to social services; volunteer experience in a local social services agency. Open to both Sociology and Social Work majors, the course introduces students to the policy area of the Social Work major. SOC 213 also introduces codes of ethics and the definition of generalist practice. Prerequisite: SOC 111 or by permission of the instructor. Fall
SOC 214 - Deviance And Control (3)
The course reviews the theories of deviance, studies the circumstances under which behavior and people are defined as deviant, and how deviance is handled by society, organizations and individuals. Other topics include the process of becoming deviant and the consequences of deviant behavior. As needed (L11)

SOC 223 - Creating Social Justice (3)
This course provides students with the knowledge and skills that they need to participate fully in today's social justice movements. The course examines (1) revolutionary and reformist social movements that have attempted to shape society according to differing concepts of social justice, and (2) the practical skills required of individuals who want to participate in such movements. Fall (L11)

SOC 231 - Criminal Behavior (3)
This foundational course in criminal justice is an introduction to an interdisciplinary perspective of criminological knowledge. The course surveys explanations of crime and deviance amongst individual, group, and societal levels. Lecture, discussion, and case studies enable students to recognize and begin to explain the causes of crime and deviance. Students will use existing and traditional criminological research to describe the major criminological theories that offer different explanations about deviance and why some individual commit crime. Fall, Spring.

SOC 244 - Social Through Lit (3)
A look at social behavior and social institutions through the eyes of fiction writers. The class will read a selection of modern short fiction and view several contemporary movies. Fulfills diversity requirement. Fall 2017 (L11)

SOC 252 - Family (3)
This course examines historic and contemporary American family systems and their relationship to other social institutions including the economy, politics, race, and education. Topics include mate selection, marriage, parenting, child socialization, sexuality, cohabitation, divorce, single parenthood, family conflict, intimate partner violence, and contemporary family and social policy. Sociological theories guide and inform the discussion of the specific topics. Offered as needed (L11)

SOC 260 - Instl Racism & Ethnic Oppr (3)
This course seeks to examine, describe and explain the conditions that surround many racial and minority groups in contemporary America. A variety of theoretical, historical, and topical concerns will be addressed during the course (e.g., slavery, prejudice, and immigration). Fulfills diversity requirement. Fall Spring (L11)

SOC 262 - Sociology Of Sex & Gender (3)
An examination of conceptions of the nature of male and female, along with an examination of the kinds of behavior that are created to be the norm and appropriate to each. This course will investigate how gender expectations are constructed and disseminated in society, and how they are mediated by race, ethnicity, class, sexual orientation and other factors. Attention will be paid to social justice issues involving oppression and discrimination based on gender or sexual orientation. Fulfills Diversity Requirement. Fall (L11)

SOC 272 - Medical Sociology (3)
This course addresses a wide range of topics related to the societal meaning of health, illness, and wellness will be examined. The structure of the health care system will be analyzed from a national and international perspective. All topics will include a discussion of the intersection of race, class, gender, age, and reason for the distribution of health and illness are explored. Fulfills diversity requirement. Fall (L11)

SOC 288 - Social Statistics (4)
This course is a survey of elementary descriptive and inferential statistics that focuses on the data and methods used by social scientists. Beginning with percentages and ratios, the course examines various measures of central tendency, dispersion, and correlation, and then proceeds through estimation, hypothesis testing, regression, and other appropriate topics. All statistics are analyzed with real-life examples in social situations (deviance, community, and public health). After completion of the class students are able demonstrate the ability to read everyday statistics and to critically think and problem solve real-life issues. SPSS analysis of statistical methods is an integral part of the course. See Placement Test policy under Academic Services.

SOC 351 - Intro to Social Research (4)
The purpose of this course is to teach the rudiments of research design. Students will learn the nature, strengths, and weaknesses of scientific inquiry, the use of a variable language and how to operationalize concepts, the nature of the three research methods basic to sociological inquiry (experimentation, questionnaire design/survey research, field research), and procedures for analyzing, critically assessing, and conducting research. This course intends to learn in a small class setting under the guidance of an instructor who will act as a mentor. The student is expected to complete the course with a written research proposal that defines a problem or question, integrates a literature review of the subject, operationalizes key concepts, and develops a research design (including an instrument) for satisfactorily addressing the problem/question. Open to students in the social sciences. Prerequisite: SOC 288 and SOC 111 or Permission of Instructor. Offered as needed.

SOC 358 - Social Theory (4)
A critical examination of the ideas formulated by sociologists in the history of sociology. The course focuses on the theories of Karl Marx, Max Weber, and Emile Durkheim, and on significant contributions of their followers and critics in developing the central theoretical orientations of contemporary sociology. In addition, attention may be paid to Freud's psycho-dynamic view of social development, theories of imperialism and the modern world system, and post-modernist theory. Prerequisite: SOC 111 or Permission of Instructor. Fall

SOC 360 - Power, Privilege & Inequality (3)
This course examines the mechanisms through which wealth, power and prestige are distributed in contemporary societies with special attention given to the role of property, occupation, education, sex, and race. We will also examine rates and patterns of social mobility, and we will look at how social class and inequality affect lifestyle and general well-being in modern societies. Prerequisite: SOC 111. Spring

SOC 380 - Special Topics Seminar (3 to 4)
This course allows faculty and students to explore a topic of interest in Sociology more deeply than covered by other courses in the department. This course will be offered at the discretion of the faculty. Prerequisites: SOC 111 or SOC 112 or any 200 level Sociology course.
SOC 490 - Directed Readings (1 to 3)
Directed readings with permission by and under the direction of a faculty member. Specific arrangements with the cooperating professor must be made prior to the beginning of the semester concerning the nature of the readings and the assignments required.

SOC 494 - Internship in Sociology (2 to 4)
Students will gain practical experience in their chosen career area within sociology by working in a public or private organization or agency. Open to juniors and seniors who meet the following GPA requirements: overall GPA 2.5 or better; Sociology GPA 3.0 or better. An Internship Proposal must be submitted and accepted by the supervising faculty member prior to registration. Fall, Spring, Summer

SOC 499 - Independent Study (1 to 4)
With permission by and under the direction of a faculty mentor, a topic is studied through extensive reading and periodic discussions with the mentor, culminating in a paper on the topic. Specific arrangements with the cooperating professor must be made prior to the beginning of the semester concerning the nature of the topic to be studied, as well as the readings and assignments to be required.

SPA - Spanish

SPA 101 - Identity and Culture (3)
With a communication-centered approach, this course begins with the elementary structures, expressions and vocabulary of the Spanish language, with a significant focus on cultural aspects and/or current events of the Spanish speaking world. After completing this course, students should be able to recognize words and simple sentences in familiar and everyday contexts. Students with more than one year of high school Spanish should not take this course. Fall, Spring. (C3)

SPA 102 - Culture in Action (3)
A continuation of SPA 101. With a communication-centered approach, this course explores the elementary structures, expressions and vocabulary of the Spanish language, with a significant focus on cultural aspects and/or current events of the Spanish speaking world. After completing this course, students should be able to handle short social interactions, using written or oral language to communicate about familiar topics via phrases and simple sentences. Students with more than two consecutive years of high school Spanish should not take this course. Fall, Spring. (C3)

SPA 120 - Spanish for Health Sciences (3)
An elementary level conversation class for students planning a career in Health Sciences. After completing this course, students should be able to recognize and use words and simple sentences related to health issues and services. (C3)

SPA 199 - Game On! (3)
Students step into the plot of a Spanish novella and, using their imagination, travel alongside the protagonist of the story. Deploying the Spanish and cultural context learned in the class, students solve puzzles and take on weekly challenges, as they would in a game. They help co-write the ending of the story as well. Students ranging from no previous exposure to Spanish to an intermediate level of proficiency in the language can register for this class, choosing either SPA 199 or SPA 201 depending on where they think they will be better placed. Summer 1. (C3)

SPA 201 - Game On! (3)
Students step into the plot of a Spanish novella and, using their imagination, travel alongside the protagonist of the story. Deploying the Spanish and cultural context learned in the class, students solve puzzles and take on weekly challenges, as they would in a game. They help co-write the ending of the story as well. Students from ranging no previous exposure to Spanish to an intermediate level of proficiency in the language can register for this class, choosing either SPA 199 or SPA 201 depending on where they think they will be better placed. Summer 1. (C3)

SPA 203 - Memory and Culture (3)
A continuation of SPA 102. With a communication-centered approach, this course explores the intermediate structures, expressions and vocabulary of the Spanish language, with a significant focus on cultural aspects and/or current events of the Spanish speaking world. The hallmark of the intermediate level is that students can create with the language. After completing this course, students should be able to participate in short conversations about everyday situations, ask and answer questions, and write briefly using a series of simple sentences. Students with more than three years of Spanish in high school should not take this course. Fall, Spring. (C3)

SPA 204 - Discovery and Culture (3)
A continuation of SPA 203. With a communication-centered approach, this course explores the intermediate structures, expressions and vocabulary of the Spanish language, with a significant focus on cultural aspects and/or current events of the Spanish speaking world. After completing this course, students should be able to understand the general idea of information on familiar topics from sentences and connected sentences. Elementary language proficiency is assumed. Fall, Spring. (C3)

SPA 207 - Conversation & Culture (3)
A course offered through affiliated high school departments, using history, politics, culture and film as a basis for developing conversational abilities.

SPA 216 - Spanish Conversation (3)
This course focuses on the development of spoken Spanish in spontaneous exchanges. After completing this course, students should be able to create sentences and series of sentences, asking and answering a variety of questions. Intermediate language proficiency is assumed. Fall. (C3).

SPA 300 - Spanish Written Expression (3)
This course is designed to develop writing skills in formal and informal settings, with a significant focus on cultural aspects and/or current events of the Spanish speaking world. After completing this course, students should be able to write rich descriptions, coherent narrations, and begin expressing opinions. Fulfills diversity requirement. Fall, Spring. (C3).

SPA 301 - Reading for Comprehension (3)
This course seeks the development of reading skills through exposure to different kinds of reading material such as essays, short stories, and magazine/newspaper articles. Oral discussion in Spanish builds the students’ vocabulary and encourages oral expression. After completing this course, students should be able to write and speak about a variety of topics, including work and current events. They should also be able to interpret texts about familiar or unfamiliar topics. This course should be taken prior to
upper-level literature courses. It is recommended that SPA 300 be taken prior to this course. Fulfills diversity requirement. Spring.

**SPA 302 - Spanish: Heritage Spkrs (3)**
This course is designed to meet the special linguistic needs of heritage speakers, supplementing their existing abilities in the Spanish language. Students are evaluated individually at the beginning of the semester, with individualized goals developed for each. Prerequisite: students must have been raised as Spanish-English bilingual speakers. Fulfills diversity requirement.

**SPA 304 - Advanced Business Spanish (3)**
This course focuses on skills that are useful in the job market. Students learn to communicate in business settings in Spanish, through emails, telephone conversations and written correspondence. Additionally, students will study the divergent fields of business, as well as the business environment in various Spanish speaking countries. Students will also prepare a CV in Spanish, and will seek out employment opportunities in Spanish speaking countries.

**SPA 305 - Survey Spanish Literature 1 (3)**
This survey course covers selected works of Spanish literature from El Cid to The Golden Age. It pays special attention to the influence of these works on contemporary cultural manifestations, such as cinema, music, or comics. Fulfills diversity requirement.

**SPA 306 - Survey Spanish Literature 2 (3)**
This survey course covers selected works of Spanish literature from the 18th century to the present. It pays special attention to the literary representations of key historical moments, as well as to the influence of the texts studied on contemporary Spanish popular culture. Fulfills diversity requirement. Fall 24.

**SPA 307 - Survey Spanish-American Lit (3)**
This survey course selects a few key snapshots in the cultural history of Latin America as departure points for reading and interpreting the literary production of the region. From literature produced by the civilizations that populated the continent before the arrival of the Spanish conquistadors, through the Latin American appropriations of European styles (barroco, neoclásico, romántico), to the development of a voice of their own by the writers of modernismo or the Latin American literary boom, this course is designed to cover a wide range of movements and genres, and it has been conceived as a starting point for more advanced studies of Latin American literature. Fulfills diversity requirement. Fall.

**SPA 309 - Hispanic Culture in US (3)**
This course reviews the historical, artistic and cultural traits of Hispanic communities in the United States. Service-learning component included. Fulfills diversity requirement.

**SPA 313 - Spanish & Latin Amer Poetry (3)**
A study of Spanish and Spanish-American poets from Romanticism to the present.

**SPA 315 - Mod Spanish & Span-Amer Theater (3)**
A study of the characters, themes and social background of Spanish and Spanish-American modern drama.

**SPA 325 - Advanced Conversation (3)**
This course seeks to strengthen and refine oral communication skills in Spanish through vocabulary enrichment and exposure to multiple opportunities to speak in formal and informal settings. After completing this course, students should be able to talk and create presentations about a variety of topics in Spanish, including work and current events. The Oral Proficiency Interview (OPI) will be administered as part of this course. Spring.

**SPA 326 - Translation& Comm Interpreting (3)**
In this course students will complete general translation projects and learn about both theoretical and practical issues that arise in the fields of translation and interpreting. Students will gain experience in community interpreting and the ethical issues related to interpreting in these settings. Students will prepare translation CVs in Spanish and English, and will research possible areas of specialization. Students will pay particular attention to developing expertise in Neutral US Spanish. Fall.

**SPA 335 - Generation of '98 (3)**
The course analyzes the relation between literature and historical context in some of the works by Pérez Galdós, Clarín, Valle Inclán or Unamuno.

**SPA 345 - Latin American Film (3)**
Through the study of film as an artistic and cultural production, this course explores the multiple aesthetic trends, social and political movements, historical events, and contrasting realities that have shaped filmmaking in Latin America. The main theme of this course may change every time it's offered. Fulfills diversity requirement. Fall 2023.

**SPA 350 - Spanish Elective:Study Abroad (1 to 6)**
Elective course taken through Study Abroad opportunities.

**SPA 365 - History of Spanish Language (3)**
A study of the evolution of the Spanish language from Latin and other languages, into the rich and varied Spanish spoken today.

**SPA 366 - Cult & Civiliz Span Spkg Amer (3)**
Through the study of diverse manifestations of Spanish American culture and history, this course aims to introduce students to a deeper understanding of Spanish-speaking America. Traveling in time and space, this course analyzes how the heritage of the ancient cultures that populated the region, as well as the conquest, the independence wars, and the complex relationship with the United States have shaped the multiple identities of what we know today as Latin America. Fulfills diversity requirement.

**SPA 368 - Culture & Civilization of Spain (3)**
An introductory study of the historical and diverse cultural heritage of Spain, from its early civilizations to the present. Students will read the first volume of Don Quixote, using it as a basis for understanding the past and present in Spain. Fulfills diversity requirement.

**SPA 370 - Experiential Spanish (3)**
Short-term, faculty-led program to a Spanish speaking country. Additional charges are assessed for programming and travel. Prerequisite: one semester of Spanish at any level, or permission of the instructor. Fulfills diversity requirement. Spring 24.

**SPA 375 - Phonetics & Phonology (3)**
A study of the sounds and the sound system of the Spanish language. Advanced language proficiency is assumed.

**SPA 380 - Topics (1 to 3)**
Readings in a selected genre, theme or chronological period in the language, literature or culture of Spain and Spanish America. The specific topic for the semester is listed in the semester brochure.
Students may take this course more than once under different topics. Prerequisite: SPA 325, or permission of the instructor.

**SPA 381 - Portfolio 1: Current Issues (3)**
Students who grew up speaking Spanish at home, or who acquired the language during a long stay in a Spanish-speaking country, or who actually speak Spanish as their first tongue might be able to demonstrate an advanced or superior command of the language. This portfolio option allows students interested in pursuing the Certificate in Translation Spanish < > English to apply for academic credit for learning acquired through life and work experience. Students applying for the portfolio 1, 2, and 3 options may be awarded up to nine (9) credits of upper-level elective course work, three (3) credits for each portfolio in the sequence. Portfolio 1 must include: Oral Proficiency Interview (OPI) level of Advanced Mid, essay on an issue of world or national concern, transcripts including college and pre-college. For more information on these requirements, visit the link below and look for the Portfolio Options and Guidelines: [https://www.strose.edu/spanish-english-translation/](https://www.strose.edu/spanish-english-translation/).

**SPA 382 - Short Story (3)**
A panoramic study of Spanish-American and Spanish short story classics.

**SPA 385 - Foreign Lang Ranch Methodology (3)**
An exploration of current trends in Foreign Language Research and Second Language Acquisition. Students will engage in critical analysis of current research in the field and create their own research projects.

**SPA 400 - Contemporary Latin Amer Novel (3)**
Using the Latin American literary boom of the 1960's and early 1970's as a reference point, this course focuses on two or three contemporary novelists at a time. Students will get a sense of diverse approaches to the novel as a genre, their relationship with global trends, and the ways they address (or depart from) the specific realities of Latin America. Fulfills diversity requirement.

**SPA 401 - Golden Age (3)**
An in-depth study of the Golden Age literature of Spain, and its influence on contemporary Spain.

**SPA 403 - Seminar (3)**
An in-depth study of a cultural phenomenon relevant for the understanding of Latin America's and/or Spain's contemporary societies. Students will analyze the selected topic—a social movement, a literary trend, the global success of a music star—from various theoretical vantage points, will conduct research, and will propose their own interpretations through individual final projects.

**SPA 411 - Contemporary Spanish Novel (3)**
A study of representative novelists from Spain. The course addresses the role of memory dealing with The Spanish Civil War and Franco's dictatorship in contemporary Spanish Literature.

**SPA 414 - Applied Linguistics (3)**
Primarily for Spanish concentrators in Childhood Education/Special Education, Early Childhood and Childhood Education, and Inclusive Early Childhood Education. The course provides an in-depth study of current methods, techniques and approaches to teaching the Spanish language. Action research methodology will also be presented. Fall 24.

**SPA 425 - Technology in Translation (3)**
In this course students will complete general translation projects as well as projects in specialized fields of translation (literary, business, finance, technical, etc.). Students will also learn to complete translation projects in desktop publishing programs (Adobe Creative Suite, Microsoft Publisher). Students will prepare audio samples of themselves, and subtitle a short video project. Students will learn about transcreation, a combination of translating and creating for culturally appropriate marketing. Spring.

**SPA 430 - Dialects of Spanish (3)**
This course reviews the major geographic variations of Spanish. Students complete projects examining data from diverse geographical regions, identifying variants and understanding their development.

**SPA 455 - Socio/Psycho Linguistics (3)**
A study of Spanish sociolinguistics and psycholinguistics. Advanced language proficiency is assumed.

**SPA 481 - Portfolio 2: Lit & Film Analys (3)**
Students who grew up speaking Spanish at home, or who acquired the language during a long stay in a Spanish-speaking country, or who actually speak Spanish as their first tongue might be able to demonstrate an advanced or superior command of the language. This portfolio option allows students interested in pursuing the Certificate in Translation Spanish < > English to apply for academic credit for learning acquired through life and work experience. Students applying for the portfolio 1, 2, and 3 options may be awarded up to nine (9) credits of upper-level elective course work, three (3) credits for each portfolio in the sequence. Portfolio 2 must include: Oral Proficiency Interview (OPI) level of Advanced Mid or Advanced High, essay on a work of literature or film originally written/released in Spanish, transcripts including college and pre-college. For more information on these requirements, visit the link below and look for the Portfolio Options and Guidelines: [https://www.strose.edu/spanish-english-translation/](https://www.strose.edu/spanish-english-translation/).

**SPA 482 - Portfolio 3: Reg/Sociology Var (3)**
Students who grew up speaking Spanish at home, or who acquired the language during a long stay in a Spanish-speaking country, or who actually speak Spanish as their first tongue might be able to demonstrate an advanced or superior command of the language. This portfolio option allows students interested in pursuing the Certificate in Translation Spanish < > English to apply for academic credit for learning acquired through life and work experience. Students applying for the portfolio 1, 2, and 3 options may be awarded up to nine (9) credits of upper-level elective course work, three (3) credits for each portfolio in the sequence. Portfolio 3 must include: Oral Proficiency Interview (OPI) level of Superior, essay on regional or sociolinguistic variation in the Spanish language, transcripts including college and pre-college. For more information on these requirements, visit the link below and look for the Portfolio Options and Guidelines: [https://www.strose.edu/spanish-english-translation/](https://www.strose.edu/spanish-english-translation/).

**493 - Internship**
Students with adequate language abilities can apply for a supervised internship in a Spanish-speaking setting. The practical experience will combine both academic and experiential focus, while also cultivating professional contacts in the community. This course requires 40 on-site hours per credit hour awarded. Prerequisites: SPA 300, SPA 325. Fall, Spring.
**SPA 494 - Translation Internship (1 to 6)**
This internship is the capstone experience for the Translation Certificate Spanish < > English program. The internship provides students the opportunity to identify and secure clients for pro-bono translation projects, or simulate the experience of working for a Language Service Provider, where translation projects are provided for the student to complete. Deadlines are established, pricing issues are discussed, and industry protocol is followed throughout project completion. Particular attention is paid to the multiple proofreading phases in each project. The use of a CAT tool is required.
Prerequisites: SPA 326, SPA 425. Fall, Spring, Summer 1.

**SPA 495 - Internat'l Indep Study Prog (3 to 6)**
A summer program designed individually by students with previous experience in foreign travel. Students will propose a three-credit or six-credit independent program in a country and city where the College has an established academic partnership previously approved by the Department of World Languages and Cultures (WLC). Students will carry out their independent projects abroad while maintaining contact with the supervising faculty member on the home campus. Additional program fees will be assessed.

**SPA 499 - Independent Study (1 to 3)**
Individual reading and research under direction of a Spanish faculty member. Independent study must be on a topic not regularly offered in the Spanish curriculum and may not substitute for a required course.

**SWK - Social Work**

**SWK 113 - State of Welfare Services (3)**
Designed for students who are not majoring in Social Work or Sociology, the course critically examines national and local social welfare policy. The course addresses the ways in which society's institutions and agencies meet or frustrate human needs.

**SWK 114 - Intro to SWK:Self-Aware & Soc R (3)**
A workshop-style intensive course to assist students in becoming more aware of their unique ways of communicating and more ready to communicate effectively with others.

**SWK 212 - Societies/Social Welfare (2)**
(Cross-listed as SOC 212) A study of the factors which have led to the development and change of social welfare institutions and policies in various societal contexts. SWK 212 introduces students to the policy area of the major and introduces students to the definition of generalist practice. Prerequisite: SOC 111, an A.A. degree in Human Services, or by permission of instructor.

**SWK 213 - Soc Chg & Soc Ser (3)**
(Cross-listed as SOC 213) A study of the historical, socio-economic and political factors which have led to changes in social welfare policy; an examination of change as it applies to social services; volunteer experience in a local social services agency. Open to both Sociology and Social Work majors, the course introduces students to the policy area of the Social Work major. SWK 213 also introduces codes of ethics and the definition of generalist practice. Prerequisite: SOC 111 or by permission of instructor. Fall.

**SWK 215 - Hum Behv Soc Envi (3)**
An application of ecological model in the study of families, small groups and organizations. Recommended co- or pre-requisite: BIO 127. Fall.

**SWK 254 - Child Abuse & Maltreatment (3)**
A course for professionals and students concerned with the problem of physical, sexual, and emotional mistreatment of children; a course designed to sensitize students to the problem from social, economic and psychological perspectives, to discuss methods and procedures in the evaluation and treatment of families and to provide a forum for the discussion of problems in providing services to families with abuse/neglect circumstances.

**SWK 255 - Interpersonal Violence (3)**
Drawing on the fields of counseling, social work, psychology, women's studies, history, sociology, and anthropology, this course explores many forms of family violence. Family violence will be presented within the framework of a systems model looking at the individual family, community, and societal factors that exist to allow, assist, as well as prevent, violence. Issues of gender, class, race and intervention will also be presented for discussion.

**SWK 280 - Topics: Human Beh. (1 to 3)**
The purpose of this course is to provide flexibility within the course offerings and an opportunity to explore areas of current or topical interest which are not available in the regular course offerings. Sample topics include marriage and family violence.

**SWK 315 - Human Behav Soc Env 2 (3)**
This course focuses upon the intersection of the person and cultural environment, and the ways in which they mutually interact. SWK 315 combines micro and mezzo elements learned in BIO 127, PSY 250/252, EPY 244 and SWK 215 with macro elements learned in SOC 358. Focus will include modernist and postmodernist theories.

**SWK 322 - Community Practice (3)**
Students learn assessment skills associated with the ecological model and intervention skills associated with the problem-solving model for reorganizing power structures and organizations to meet human needs at the macro level. Open solely to majors and minors in Social Work. Prerequisite: SWK 114. Recommended co-requisites: SWK 315, SWK 378, SWK 379, and SOC 360. Spring.

**SWK 363 - Alcohol, Subst Abuse, Dep & Trmt (3)**
An examination of alcohol and substance abuse and dependency and its individual, familial and societal dysfunction. This course will serve as an introduction to theory and treatment methods. Issues of diagnosis, comprehensive treatment planning, the use of self-help groups and impact on family members will be addressed. Special emphasis will also be given to needs of special client populations such as women, African-Americans, Hispanics, gays and lesbians, elderly and adolescents.

**SWK 364 - Substance Abuse (3)**
This course will examine substance abuse and dependency and its individual, familial and social dysfunction. This course will serve as an introduction to theory and treatment methods. Issues of diagnosis, comprehensive treatment planning, the use of self-help groups and impact on family members will be addressed. Special emphasis will be given to pharmacology and needs of special client populations.

**SWK 370 - International Social Work (1 to 3)**
An intensive experience that uses the classroom and visits to a country or countries, this course provides the student with a firsthand look at social work practice in environments other than the United States. Students engage in readings, visits, discussions, journaling and analysis that provide an in-depth look at international practice and service delivery. Possible areas covered are health,
mental health, substance abuse, child welfare and aging services. Topics vary from year to year. Prerequisites: SWK 114 or similar course in the student's major. Open to all majors. Permission of the instructor is required. Spring or Summer.

SWK 375 - Diversity Workshop (3)
An intensive, experiential workshop exploring racial and ethnic backgrounds, traditions, values and statuses and intergroup tensions. Participation and evaluation of events devoted to issues of social and economic justice. Students will develop greater understanding of the mechanisms of oppression. Open to all students. Social Work majors should take SWK 375 in their junior year. Fulfills Diversity Requirement.

SWK 378 - Pre-Field Experience (3)
An orientation to the principles, values, concepts, and methods of beginning, generalist social work practice through direct observation and participation in a social service setting. Students engage in direct experience under supervision in an agency for eight hours per week and meet on campus in a discussion group one hour per week with faculty and fellow students. Through this profiled experience, students will develop beginning generalist practice skills. Prerequisites: SWK 212/213, SWK 114, SWK 215; full participation in the multi-session 'Orientation to Pre-Field' program held the Fall previous to enrollment in this course; and SWK 375 (pre or co-requisite) with grades of C or better. To be taken concurrently with SWK 379. Students who earn a grade of D or F may retake SWK 378 only by permission of the faculty. Spring.

SWK 379 - Soc Wrk Prct III (3)
Students learn the early phases of generalist intervention with micro and mezzo systems. Learnings include interviewing skills associated with engagement, empathy, the problem-solving model, and early assessment of the functioning of client systems. To be taken concurrently with SWK 315 and SWK 378. Open solely to Social Work majors and minors. Fulfills writing-intensive requirement. Prerequisites: SWK 114, SWK 212, SWK 213, SWK 215. Spring.

SWK 380 - International Social Work 2 (1 to 3)
This course allows students who have already taken SWK 370 to participate in additional international experience.

SWK 451 - Social Work Research Methods (3)
This course emphasizes content on skills within a scientific, analytic, and ethical context for the purposes of designing and evaluating both qualitative and quantitative studies. Emphasis is on evidence-based social work practice.

SWK 452 - Family Dynamics (3)
Aims to help students integrate the learning of the major components of the concentration in Family Studies. Students will pull together learnings from all three disciplines in the concentration in order to conceptualize the dynamic interactions within a variety of family systems. Although the course focuses primarily on the internal workings of family life, SWK 452 also pays attention to the relationship of families and their social environment.

SWK 480 - Field Practicum (4)
A beginning, generalist social work practice experience of 12 hours per week in a field placement different from the SWK 378 setting. Students also attend a weekly integrative field class on campus with faculty and fellow students. The field placement includes direct practice with individuals, families, groups, organizations, and communities with an added emphasis on research and evaluation. Students will expand their practice skills and integrate theoretical knowledge with practice behaviors. September through May. Students also practice in their agency for 40 hours during the break between the Fall and Spring semesters. To be taken concurrently with SWK 481. Prerequisites: SWK 378, SWK 379. Students who earn a grade of D or F may retake SWK 480 or SWK 482 only by permission of the faculty. Fall.

SWK 481 - SWK Pract w/Indiv & Families (4)
Students are presented with the major theories related to social work practice on the mezzo and micro level. Students are expected to demonstrate the use of a generalist practice framework to practice in the field of social welfare. This course builds on generalist practice principles from SWK 378 and 379, but challenges students to apply a critical lens to assessment, intervention, and practice evaluation. The course also encourages students to understand the role of professional history and research in shaping social work epistemology, values, and trends. Fulfills writing-intensive requirement. Prerequisites: SWK 378, SWK 379. Co-requisite SWK 480. Fall.

SWK 482 - Field Practicum continued (4)
See course description for SWK 480. Taken concurrently with SWK 483 and SWK 489. Spring.

SWK 484 - Expansion of Field Practicum (1 to 4)
An opportunity to increase the practice experience afforded in SWK 482. Students may increase practice time in agencies in units of four hours per week, equaling one additional credit per unit over the semester. Open to seniors taking SWK 482 provided they have (1) the consent of the agency, and (2) a written rationale for the increased time that is acceptable to the Director of Field Education. Spring.

SWK 489 - Understand Policy (3)
In this macro practice course, students will have the opportunity to identify and critique social policies at a variety of levels from the personal to the national, as well as opportunities to identify, develop and influence policy through several practical experiences including using the media, participating in civil actions, and lobbying. Through 'The Policy Project,' a series of assignments in which students employ the problem-solving approach, students will make major contributions to their field organizations and/or to larger populations of clients. Taken concurrently with SWK 482 and SWK 483.

SWK 490 - Directed Readings Program (1 to 3)
Students will choose a topic to explore with their faculty mentor in this self-directed course.

SWK 492 - Psychopathology (4)
Psychopathology is designed to expose students to methods and skills for counseling individuals who may be experiencing serious psychological problems. The role of neurobiology, neural communication, and neurotransmitters is addressed. Special emphasis will be given to the identification and treatment of psychological disorders across the life span. Students will become familiar with the DSM-5 and ICD-10 classification and mental status evaluations, as well as critical perspectives in mental health research. Research-based interventions for each disorder are discussed, and integrative intervention strategies will be stressed. Students are expected to apply treatment interventions and assessment to case presentations.

SWK 499 - Independent Study (1 to 4)
# Index

2023-2025 Academic Calendars (Tentative) ....................... 53
2023-2025 Undergraduate Catalog ...................................... 4
3+3 Program in Law .............................................................. 37
Academic and Student Services ........................................... 27
Academic Grievance Procedure ......................................... 48
Academic Minors ................................................................. 36
Academic Opportunity Experience (AOE) ......................... 16
Academic Opportunity Experience (AOE) Services ............. 27
Academic Policies and Procedures ....................................... 40
Academic Programs and Options ........................................... 34
Academic Standing ............................................................... 47
Academic Success Center ..................................................... 27
Academic Vision .................................................................. 9
ACC - Accounting ............................................................... 258
Accelerated Degree Options .................................................. 36
Accounting – BS ................................................................. 59
Accounting & Taxation Minor ............................................... 239
Accounting (Business Administration/Professional Accounting - 150 Credit Hour Program) - BS/MS ...... 61
Accreditation and Memberships ............................................ 9
ACSSJ Exchange Program ................................................... 40
Adding or Dropping a Course ............................................... 43
Additional Core Requirements for Communication Sciences and Disorders Majors ................................................. 42
Additional Core Requirements for Education Majors (IEC, B-6, SEED) ................................................................. 42
Admission of International Students ...................................... 15
Admission of Non-Matriculated Students ............................... 16
Admissions Policy ................................................................. 13
Advanced Placement, University in High School Courses, and International Baccalaureate Coursework ............................................. 15
African-American Studies Minor ............................................ 239
Aid for Part-Time Study (APTS) ............................................. 24
Aid to Native Americans ....................................................... 21
Alumni Association .............................................................. 28
Application and Deadlines ................................................... 13
Application for Early Matriculation ...................................... 16
Application Procedures and Deadlines .............................. 18
ARA - Arabic ....................................................................... 259
Articulation Agreements ..................................................... 14
Attendance ............................................................................ 51
BIO - Biology ........................................................................ 260
Biochemistry – BS .............................................................. 64
Biology – BS ........................................................................ 66
Biology Minor ...................................................................... 239
Board of Trustees (2023) ..................................................... 253
Broadcast News Minor ......................................................... 239
BUS - Business .................................................................... 263
Business Administration – BS ........................................... 69
Business Administration Minor ........................................... 240
Business Administration Minor, for Psychology Majors 240
Campus Visits ...................................................................... 13
Cancellation of Classes ....................................................... 51
Center for International Programs ....................................... 28
CEP - College Experience Program ..................................... 269
Change of Address .............................................................. 43
Change of Grade Policy ......................................................... 47
Change of Name ................................................................... 43
Chemistry Minor ................................................................. 240
Childhood Education/Special Education (Grades 1-6) – BS ................................................................. 73
CHM - Chemistry ............................................................... 276
CHN - Chinese .................................................................... 278
CJS - Criminal Justice ........................................................ 278
Classification of Students ................................................... 42
Clinical Programs ............................................................... 37
COM - Communications ..................................................... 282
Commencement Ceremony Participation ............................ 52
Commencement Honors ...................................................... 52
Communication Sciences and Disorders – BS ..................... 78
Communication Skills ......................................................... 57
Communications – BA ......................................................... 86
Computer Science – BS ....................................................... 94
Gerontology Minor .......................................................... 244
Grading System ............................................................... 46
Graduation & Retention Statistics .................................. 10
GRK - Greek .................................................................... 305
Health Humanities Minor ................................................. 244
Health Services ............................................................... 29
HIS - History ..................................................................... 305
History ................................................................................ 9
History – BA ................................................................. 146
History and Political Science – BA ................................. 148
History Minor ................................................................. 244
Honor Societies ............................................................... 48
Honors Convocation ....................................................... 52
Housing ............................................................................. 31
Huether School of Business ............................................ 56
Human Resource Management Minor ......................... 245
ID Cards ........................................................................... 31
IEC - Inclusive Early Childhood Education ..................... 311
Inclusive Early Childhood Education (Birth–Grade 2) - BS . 150
Independent Study .......................................................... 43
Information Technology – Certificate ......................... 154
Institutional Leadership & Deans .................................... 253
Institutional Scholarships and Grants ............................. 18
Integrated Marketing Communications Minor ............... 245
Integrity Statement ........................................................ 9
Interdepartmental Studies – BA ....................................... 155
Internet Programming – Certificate ............................... 161
ITA - Italian ..................................................................... 313
Journalism Minor .......................................................... 245
Latinx Studies Minor ....................................................... 245
Leadership Minor .......................................................... 246
Legal Studies Minor ........................................................ 246
Liberal Education Goal Statement ............................... 41
Library Resources .......................................................... 31
Literature Minor ............................................................. 246
Management - BBA ......................................................... 161
Marketing - BBA ............................................................. 181
Marketing Minor ............................................................ 246
MAT - Mathematics ....................................................... 313
Mathematics Minor ......................................................... 247
Media Arts & Production Minor .................................... 247
Minors ............................................................................. 239
Mission Statement ......................................................... 9
MUS - Music .................................................................... 314
Music Business - BBA .................................................... 191
Music-Music Industry – BS ........................................... 187
New York State Financial Aid Programs ........................ 23
New York State Scholarship for Academic Excellence ... 24
Notice of Non-Discrimination ........................................ 11
NSG - Nursing ................................................................. 318
Nursing - BS ................................................................. 197
NYS Math and Science Teaching Incentive Scholarships . 25
NYS Memorial Scholarships for Families of Deceased . 24
Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers . 24
Office of Academic Advising ......................................... 31
Office of Career Services .............................................. 32
Office of Intercultural Leadership ................................. 32
Office of Spiritual Life ..................................................... 32
Parking ............................................................................. 32
Partners in Education (PIE) .............................................. 16
Pass/Fail Grading ........................................................... 47
Payment of Accounts ..................................................... 18
PBH - Public Health ......................................................... 320
PED - Physical Education ............................................... 320
PHI - Philosophy ........................................................... 324
Philosophy Minor .......................................................... 247
PHY - Physics ................................................................. 325
Physics Minor ................................................................. 247
Placement Testing .......................................................... 27
Policies ........................................................................... 57
Policy on Plagiarism and Other Infringements of Academic Honesty ......................................................... 50
Political Communication Minor .................................... 248
Political Science – BA ..................................................... 201