WAGNER COLLEGE

Wagner College

WC 2026-2027

WC 2026-2027 1
A Message from the President 3
Academic Policies and Procedures 3
Grade Appeals Process 17
II. Required Documentation 19
III. Timeline 20
DIVISION OF GRADUATE STUDIES 20
Academic Programs 37
NEUROSCIENCE, B.S. 53
Program Curriculum Requirements 59
BIOLOGICAL SCIENCES DEPARTMENT 59
GENERAL BIOLOGY (B.S.) 59
REQUIREMENTS FOR A MINOR IN BIOLOGY 60
BIOPSYCHOLOGY (B.S.) 66
HEALTH SCIENCE (B.S.) 67
MICROBIOLOGY & IMMUNOLOGY, B.S. 69
NICOLAIS SCHOOL OF BUSINESS 83
ACCOUNTING (M.S. /M.B.A.) FIVE-YEAR PROGRAM IN ACCOUNTING 95
Off-Campus Learning Experiences 370
Pre-Professional Pathways 372
Joint Degree Programs 373
Admissions 376
Undergraduate Programs 376
Graduate Programs 384
Cost and Financial Aid 386
CAMPUS COMMUNITY 396
Campus Services & Amenities 403
Buildings and Facilities 404
Leadership & Governance 408
Faculty and Administrators 412
Archived Catalogs 445

A Message from the President

A Message from the President

To the Wagner community, Wagner College has a long and storied history of educating students for lives of accomplishment — and for providing not only excellent academic offerings but also a robust array of support services to help students along their journeys. Our geography both creates a nurturing community and offers ready access to the city surrounding us, which is crucial to our expansive commitment to experiential education placements.

I hope you find the information you need in these pages to help you succeed at Wagner — but always remember: Just ask us. Faculty and staff are here for you, and your success is our pride.

Go Seahawks!

Jeff Doggett, Ed.D.

President

Academic Policies and Procedures

Academic Policies & Procedures

The Academic Policies and Procedures section outlines the rules, standards, and guidelines that govern student academic life. It provides information on course enrollment, grading, attendance, withdrawals, leaves of absence, credit transfers, and other important academic requirements to help students navigate their studies successfully and understand their responsibilities.

Academic Centers & Resources

ACADEMIC CENTERS AND RESOURCES

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

ACADEMIC AND CULTURAL ENRICHMENT PROGRAM

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

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

THE OFFICE OF ACADEMIC ADVISING AND ACCESSIBILITY

The Office of Academic Advising and Accessibility supports students from their transition to Wagner and throughout the college experience and journey as they select a major, and develop success skills around academics and community engagement . Students chart their path as they follow a 4-step process of self-inquiry, major and career exploration, reflection and decision making, and strategic action – either a job search or graduate school pursuit. Services offered to all students include academic advising and support, Peer Tutoring and the Writing Center, services for students with disabilities, major exploration, personal and career assessments, and assistance in planning internship and job search strategies.

Accessibility Services. Wagner College in compliance with Federal guidelines is committed to providingaccommodations and services to students with disabilities in order to ensure a comprehensively accessiblelearning experience where individuals with disabilities have the same access to programs, opportunities and activities as all others. We engage in an interactive process with each student and review requests for accommodations on a case-by-case basis. In determining reasonable accommodations, we consider each student’s condition(s), history, experience, and request. For information on guidelines and submitting accommodations, please refer to the Office of Academic Advising and Accessibility website or https://wagner.edu/aaa/accessibility-services/.

Office of Career Planning and Development (Career Connection)

The Office of Career Planning and Development (Career Connection) guides students to synthesize their career exploration journey and map equitable access pathways that leverage connections for transformative professional growth and career success. Our goals are to provide life compass assessments to explore career pathways, engage students with innovative, accessible, and inclusive professional development programming, cultivate equitable opportunities thru internships, experiential learning, and professional experiences that lead to dynamic careers, and build employer relations for career opportunities and institutional partnerships. careerconnection@wagner.edu

CENTER FOR INTERCULTURAL ADVANCEMENT

The Center for Intercultural Advancement (CICA) supports and promotes Wagner College's International Students, including visa support, and helping students navigate study abroad opportunities.

Center for Leadership and Community Engagement

The center for Leadership and Community Engagement (CLCE) supports civic engagement opportunities at Wagner.

The CLCE’s programs include Bonner Leaders; IMPACT Scholars Civic Network; Project Pericles; Student Voices, Student Choices; and the Food Recovery Network.

INTEGRATED LEARNING

The Director of Integrated Learning is directly responsible in supporting the First Year, Intermediate and Senior Learning Communities by recruiting and supporting faculty participants, program coordinators, and providing overall administrative support for success and stability. As an essential component of the Wagner Plan, the work of integrated learning is to develop internal and external connections with the local community and national organizations through scholarship, inquiry, and partnerships. Partnerships such as those with 30,000 degrees, the Coalition of Urban and Metropolitan Universities, Imagining America, Project Pericles, the New American Colleges and Universities, Campus Compact, and the Association ofAmerican Colleges and Universities are fostered. In addition, the director of Integrated Learning works closely with the director of Office of Academic Advising and Accessibly to address the critical relationships between the Wagner Plan and student advisement and success.

DR. EVA MEGERLE EDUCATION RESOURCE CENTER

Renovated through a generous donation by Dr. Eva Megerle, and located in Campus Hall 333, this resource center for faculty and students houses a plethora of educational newspapers, journals, handbooks, books and other periodicals on a variety of relevant education topics. Learning games, curriculum manuals, assessment instruments, and other educational resources are also available. The room offers SMART Board and podium-directed technology resources to facilitate virtual and technology-enhanced learning. The room is also used for education workshops and small class sessions.

DR. EVELYN LINDFORS SPIRO NURSING RESOURCE CENTER

The Dr. Evelyn Lindfors Spiro Nursing Resource Center and Simulation Lab in honor of Dean Mary Burr in Campus Hall provides services to students enrolled in the nursing program. The laboratory integrates classroom teaching and clinical practice and is staffed by a full-time, master's prepared clinical nursing professor who is certified by INASCL in simulation. She along with graduate assistants and adjunct faculty are available to assist students and faculty. The computer laboratory and simulation laboratory incorporate the concept of total testing to demonstrate proficiencies and to practice simulated clinical settings to assist students in being prepared for practice as well as being a research resource.

Resource materials (texts, journals and videos) are available for student and faculty use. Students with internet access off campus may utilize the School of Nursing's online resource software program for study enhancement exercises and practice exams. All Nursing students have access to online resource software program via account numbers and passwords. The laboratory and resource center is open with scheduled classes seven days a week and is available off schedule for additional resources.

GRASSO BOARD ROOM

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

HORRMANN LIBRARY STUDY CENTER

The Horrmann Library houses over 60,000 print book titles and has access to over 250,000 e-books and over 20,000 magazines, journals, and newspapers in print and electronic formats. Seventy computer workstations are available in the library. Laptops can also be borrowed for in-library use only. Four group study rooms are available on the main floor of the library. Each room is equipped with an LCD display monitor and whiteboard to facilitate group projects and collaboration. The rooms can be reserved online in advance or at the library's circulation desk. Book scanners, color printers/copy machines, and wireless Internet access are available. A media room for film screenings is located on the Lower Level of the library. The Wagner College Archives and the Edwin Markham Archive are also located on the lower level. Horrmann Library is a member of the METRO NY library consortium, which allows students to readily obtain books and articles from other local colleges and universities. Items not available locally can be obtained from almost any college in the United States, via free Interlibrary Loan service. Librarians offer information literacy instruction as well as group and individual research assistance. One-on-one research consultation with a librarian is always available, either by appointment or on a walk-in basis. Librarians can also be reached for assistance via text, chat, or email. Contact information is available on the library website, at https://wagner.edu/library. The library is open 7 days a week. For current library hours, check the library web site at http://www.wagner.edu/library/hours.

INFORMATION TECHNOLOGY

Wagner College provides students with access to approximately 200 computers across campus, including the Spiro Computer Center, the Library, and other public spaces. While most computers run Windows, the College also supports Apple. In addition to the standard Microsoft Office suite, labs are equipped with software for digital imaging and video, web development, desktop publishing, statistics, foreign language study, music, and more. The campus features more than 50 classrooms equipped with modern presentation technology, enabling faculty and students to share and display their work using built-in multimedia systems. All residence halls have Wi-Fi, and wireless connectivity is available in all indoor areas and some outdoor spaces. The IT Help Desk, located on the lower level of the Library, offers extended hours during the academic year to assist students, faculty, and staff with their technology needs.

PLANETARIUM

The College has an excellent planetarium facility located in Spiro Hall. The planetarium offers support to Wagner's academic program, as well as outreach programs for students in elementary and secondary grades and for the general public. The planetarium has recently been renovated and upgraded to a computerized system. The Spitz Sci-Dome projector presents the sky in real time, and gives a more visual and detailed view of constellations, planets and the workings of the night sky. The projector is also capable of showing full dome movies, allowing the audience to feel as if they are a part of the presentation.

WAGNER COLLEGE GALLERY

Located in the Wagner Union, the Wagner College Gallery is under the supervision of the Art Department, which regularly schedules showings of art works by faculty, students, and artists in the community. The gallery also provides students with a context in which to gain proficiency in gallery management as a career.

Academic Distinction

ACADEMIC DISTINCTION

Dean’s List

The Dean’s List is published after each fall and spring semester. Matriculated undergraduate students are eligible based on semester academic performance.

Eligibility Criteria:

- Semester GPA of 3.70 or higher for 4 or more letter-graded units (zero-unit courses count).
- No incomplete grades or P/F grades for the semester.
- Pass/Fail courses do not count toward the 4-unit minimum.
- Students with documented unforeseen circumstances may appeal to the Office of Academic Advising and Accessibility (OAAA) for consideration.
- Students with FERPA directory holds will not appear publicly but will have the notation on their transcript.

Academic Honesty and Integrity

Academic Honesty and Integrity

Students at Wagner College are expected to uphold the highest standards of academic honesty. All work submitted for credit must reflect the student’s own effort. Students are responsible for understanding acceptable academic conduct; lack of knowledge is not an excuse.

Forms of Academic Dishonesty:

- **Plagiarism:** Using another’s words, ideas, or work without proper attribution. Paraphrased material must also be cited.
- **Cheating:** Using or providing unauthorized assistance during exams or assignments, including communication with others or referencing unapproved materials.

Sanctions for Violations:

- Instructors may reduce grades or require work to be redone.
- Cases may be referred to the **Academic Honesty Committee**, which investigates and allows the student to respond.

Penalties:

OFFENSE	TYPICAL SANCTION
First violation	Failure for the assignment or course; completion of an academic honesty/time management tutorial within one semester. Failure to complete tutorial → one-semester suspension.
Second violation	Failure for the course and one-semester suspension.
Third violation	Failure for the course and **permanent expulsion** from the College.

Sanctions are cumulative, and repeated violations result in progressively more severe consequences.

Academic Policies and Procedures

Academic Policy Appeal

Academic Policy Appeal

Students may request exceptions to certain academic policies under specific circumstances. The Academic Policy Appeal process is intended to ensure that students have an opportunity to seek a fair resolution when appropriate grounds for appeal exist.

Scope of the Policy

This policy applies only to appeals related to academic policies as outlined below. It **does not** apply to:

- Grade appeals
- Financial or financial aid appeals
- Disciplinary matters

Students should consult the appropriate office for appeals outside the scope of academic policy.

Grounds for Appeal

Appeals must fall under **one** of the following categories to be considered. Appeals without a clearly identified reason will not be processed:

- **Procedural/Administrative Error**: The academic policy was not applied as stated in the college catalog.
- **Inconsistent Application**: The academic policy was applied inconsistently when compared to similar cases.
- **Exceptional Circumstances**: A documented and serious situation beyond the student's control prevented compliance with the policy.
- **Removal of Class Not Attended**: The student was registered in error or never participated in the course.
- **Request to Retake a Course**: The student seeks approval to repeat a course beyond the allowable limit.
- **Drop a Class After the Deadline**: The student requests approval for a late drop.
- **Withdraw from a Class After the Deadline**: The student requests approval for a late withdrawal.

Submitting an Appeal

To submit an Academic Policy Appeal:

1. **Identify the policy** being appealed and explain in detail why an exception is warranted.
2. Include all **relevant information and dates**, such as affected semesters, courses, or academic actions.
3. Attach **supporting documentation**, which may include:
    - Medical or legal records
    - Letters from instructors or advisors
    - Registration or transcript records

Appeals must be submitted using the official **Academic Policy Appeal Form** and directed to the **Office of the Registrar** or the designated office indicated on the form.

Important Notes

- Incomplete appeals or those lacking proper documentation may be **delayed or denied**.
- Students will be notified of the outcome once a decision has been reached.

Academic Policies and Procedures

Academic Probation & Suspension

Academic Probation and Suspension

Academic Probation:

Academic probation is a warning that a student's academic performance is below the level required for graduation. Students are automatically placed on probation if their **semester or cumulative GPA falls below 2.0**. Conditions of probation are communicated in a formal letter.

While on probation:

- Students should repeat as many "D" or "F" graded courses as available (maximum 7 courses).
- Part-time students may take 1–2 units, full-time students 4–5 units.
- Students may not register for tutorials, independent studies, internships not required by the major, EYH courses, or study abroad.
- Students are ineligible to hold office or leadership positions in student organizations.
- Additional restrictions may be applied, and probation may affect financial aid.

The Academic Review Committee (3 faculty members, an OAAA representative, the Vice Provost, and the Registrar) monitors probationary students each semester. Students meeting a 2.0 semester and cumulative GPA will be removed from probation. Summer grades are reviewed in the following fall semester.

Students who fail to meet GPA requirements may continue on probation at the Committee's discretion or may be suspended. Appeals are made to the Office of the Provost; suspension remains in effect unless the appeal is granted.

Suspension

- Suspended students may not enroll in courses, participate in College activities, or register as full-time, part-time, or special students.
- Students may apply for readmission after one year via the Office of Admissions. Applications should demonstrate increased maturity and academic preparedness.
- Readmission is probationary for one semester; failure to achieve good academic standing results in expulsion.

REQUIRED ADMINISTRATIVE WITHDRAWAL FOR NON-ACADEMIC REASONS

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

This policy and associated procedures do not take the place of disciplinary action associated with a student's behavior that violates College policies or standards. This policy is to be invoked in

extraordinary circumstances in which, in the discretion of the Dean of Campus Life, or said designee, the regular disciplinary system cannot be applied or is not appropriate. Examples of such extraordinary circumstances include, but are not limited to: suicidal

threats, self-starvation or purging behavior, ongoing substance abuse or addiction, serious threats of harm to others, or bizarre or destructive behavior. Before a required administrative withdrawal is considered, the Dean of Campus Life or designee will encourage the student to take a voluntary withdrawal.

Academic Policies and Procedures

Class Attendance and Participation

Class Attendance and Participation

Students are expected to **fully participate** in all registered courses and activities. At the start of each term, faculty outline course requirements, participation policies, and grading criteria in the syllabus.

Student-Athlete Note:
Per NCAA Division I rules, no class time may be missed for practice activities, except when a team is traveling for an away contest and the practice is associated with that contest (NCAA Bylaws 17.1.5.5.1).

Academic Policies and Procedures

Class Status

CLASS STATUS

Degree Status (Matriculation)

A student who has satisfied all entrance requirements of the College and has been accepted for admission as a matriculated student, or a student seeking a degree, will be considered as having degree status. A degree student may enroll for part-time or full-time study. A degree student will be classified according to major fields of study and as a candidate for one of the following degrees:

- Bachelor of Arts
- Bachelor of Science
- Master of Arts
- Master of Business Administration
- Master of Science
- Master of Science in Education
- Doctor of Nursing Practice

An undergraduate student's class status is based on the total number of units passed, regardless of the number of semesters completed. Status is evaluated each August, recognizing students who may fall short of the standard academic progress of **9 units per year**.

CLASS STATUS	UNITS COMPLETED
First-Year	Fewer than 8
Sophomore	8 – 16.5
Junior	17 – 25.5
Senior	26 or more

Non-Degree Status

Students not pursuing a degree are classified as non-degree status.

- Must consult with the Office of Academic Advising and Accessibility (OAAA) at entry and after every 5 units completed.
- Normally limited to a maximum of 8 units as a non-matriculated student.

Acceptable Progress Toward the Degree

Degree Students:
Full-time undergraduate students seeking a degree are expected to complete 9 units per academic year and maintain a minimum semester and cumulative GPA of 2.00 to remain in good academic standing. Students who do not meet these standards may be placed on academic probation.

Non-Degree Students:
Non-degree students who fail to achieve a 2.00 cumulative GPA after completing 8 units will be dismissed from the College.

Maintenance of Degree Status

Students who are not registered for courses in a given semester may maintain their degree status by completing the required paperwork with:

- **Undergraduates:** Office of Academic Advising and Accessibility (OAAA)
- **Graduate students:** Office of Graduate Studies

A **maintenance fee** is required, which ensures the student continues to receive College communications, including information about future registration procedures.

Students who formally withdraw from Wagner College must apply for readmission through the Registrar's Office.

Community Standards

Respect and Civility at Wagner College

Wagner College values excellence and a diverse campus community. All students, faculty, and staff are expected to interact with courtesy and respect, regardless of sex, ethnicity, religion, sexual orientation, or disability. The College expects all members of the community to maintain a high degree of civility and respect for diversity.

Nondiscrimination Policy

Wagner College does not discriminate on the basis of race, sex, age, religion, handicap, sexual orientation, marital status, or national or ethnic origin in its programs, admission practices, scholarships, athletics, activities, or employment. This policy complies with Title VII, Title IX, and Section 504 of the Rehabilitation Act. Questions may be directed to the Vice President for Administration and Finance at Wagner College, One Campus Road, Staten Island, NY 10301, or by phone at 718-390-3315.

Degree Requirements

DEGREES AND DEGREE REQUIREMENTS

The Board of Trustees of Wagner College approves the awarding of the Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Business Administration, Master of Science, Master of Science in Education, and Doctor of Nursing Practice degrees, based on the recommendation of the faculty and in accordance with the requirements outlined in this section.

UNDERGRADUATE REQUIREMENTS

The college requires a minimum of 36 units and a cumulative GPA of 2.00 or higher for a baccalaureate degree. A unit (or proportion thereof) represents satisfactory completion of course work required for 3.34 hours a week or, in the case of science courses with a lab, 4.4 hours a week over a 13-week semester. These units are drawn from foundation courses, intercultural courses, reflective tutorials, and learning communities, disciplinary distribution courses, major courses, and electives, including any minor selected.

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

GRADUATE THESIS REQUIREMENTS

When a thesis track is chosen for the master's degree, the thesis subject must be approved by the department. Preparation of the thesis will be directed by a faculty advisor and approved by the appropriate department. In the credit hour system, each credit hour represents satisfactory completion of course work required for one fifty-minute class meeting per week over a 15 week semester.

The thesis must demonstrate the student's ability to select, organize, and evaluate the results of professional investigation. The thesis must meet an acceptable standard for written work on the graduatelevel. The official standard for written work for all graduate papers, including the thesis, is determined by the individual department. It is the responsibility of the student to follow the form prescribed by the department. Copies of the appropriate thesis manuals are available in the library and in the College Bookstore. All graduate students are encouraged to review the contents of the authorized manual before submitting papers or a thesis in graduate courses.

The thesis must be completed within three years, but this period may not extend beyond the six yeargeneral limit for the master's degree. The candidate's thesis will be examined by a committee of three faculty approved by the Department

Chair or Graduate Program Director. One of the three faculty should be the candidate's thesis advisor and one may be from outside the department. The candidate must submit the original and two copies of the thesis together with a thesis binding fee of $32 (subject to change) to the Office of Graduate Studies by either July 30, November 30, or April 1, depending upon the semester in which the thesis is completed. The theses are subsequently bound. One copy of the thesis is given to the student, and the other two copies are given to the library and the department. Students requesting additional professionally bound personal copies should submit extra copies to the Office of Graduate Studies with an additional fee of $16 per copy at the time they submit the three required copies.

Degree Completion Time Limit Policy

Students are expected to complete all degree requirements within ten (10) years from the date of their initial enrollment in the program. If a student does not complete the degree within this 10-year timeframe, they must submit a formal request for an extension. Approval of an extension is at the discretion of the Program Chair, who will evaluate the request based on academic progress, currency of completed coursework, and any extenuating circumstances. Coursework completed more than ten years before the date of graduation may be subject to review, revalidation, or may no longer apply toward the degree, as determined by the academic department.

Definition of Academic Unit and Credit

At the undergraduate level, a unit represents the successful completion of academic work requiring approximately 3.34 hours per week of lectures, recitations, or equivalent instruction over a 15-week semester. In most cases, one unit corresponds to one course, though some exceptions may apply (e.g., fractional or multiple units). At the graduate level, a credit (also referred to as a credit hour or semester hour) consists of 15 hours of instruction per term, with the expectation of at least two hours of independent study for every hour of instruction.

ZERO UNIT/CREDIT COURSES

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

Disability Support Services

Disability Support Services

Wagner College provides reasonable accommodations to ensure students with disabilities have equal access to programs and activities, in compliance with the Americans with Disabilities Amendments Act of 2008. Requests for accommodations are reviewed on a case-by-case basis through an interactive process with the student.

Eligibility and Documentation

Students must provide documentation that verifies the disability and its impact on learning. Documentation should be current, relevant, and provided by qualified professionals. Prior accommodations may inform the process but do not guarantee identical accommodations at Wagner.

Services and Accommodations

Accommodations are determined individually and may include:

- Advocacy and support
- Testing accommodations (proctors, extended time, distraction-reduced rooms)
- Specialized advising and skills instruction
- Priority registration and advising assistance
- Provision of information to instructors
- Assistive technology and access to resources such as Learning Ally or Bookshare

Students must register with Disability Services upon enrollment and at the start of each term for which accommodations are requested. Requests are not retroactive, and accommodations are authorized by the Associate Dean based on eligibility.

Appeals

Students have the right to file a written appeal regarding compliance with disability laws or policies. Appeals should be submitted to the Office of the Provost in the Union Building.

Academic Policies and Procedures

Grades

Grades and Reports

Wagner uses an alphabetical grading system to evaluate student performance. A grade of **C** represents satisfactory work and is required on average for graduation.

GRADE	MEANING	NUMERIC RANGE
A	Excellent	93–100
A-		90–92.9
B+	Superior	87–89.9
B		83–86.9
B-		80–82.9
C+	Satisfactory	77–79.9
C	(Norm)	73–76.9
C-		70–72.9
D+	Inferior	67–69.9
D		63–66.9
D-		60–62.9
F	Failure	Below 60

Additional Grade Notations

- **W**: Withdrawal (per policy)
- **P/F**: Pass/Fail option (per policy)
- **I**: Incomplete (student in good standing, requirements not finished)
- **I/F**: Incomplete converted to failure (requirements not completed)
- **AU**: Audit (per policy)
- **NC**: No credit
- *(Note: D+, D, and D- are not used in graduate courses.)*

Grade Access: At the end of each semester, students may view their grades through **MyWagner**.

Cumulative Index (GPA)

The **cumulative index**, or **Grade Point Average (GPA)**, is calculated by dividing the total number of quality points earned by the total number of graded semester hours taken.

- Courses graded **F** are included in the calculation (unless the grade is later replaced).
- Courses that carry **no credit or quality points** are excluded.
- Graduate students must maintain a **minimum 3.0 GPA** in graduate-level coursework to graduate with a **Master's, Doctorate, or Graduate Certificate**.

Major Index

The **major index** is calculated by dividing the total quality points earned in courses designated as **major courses** by the total graded units in those courses, including grades of **D** or **F**.

- **Undergraduate Programs:** A minimum major index of **2.0** is required for graduation; some programs may require a higher index.
- **Graduate Programs:** A minimum GPA of **3.0** is required for graduation.

Courses counted toward the major index are identified as major courses in the Courses of Study section. Calculation of the major index is subject to policies regarding pass/fail courses, course repetition, and transfer credits.

Grade Point Values

LETTER GRADE	QUALITY POINTS	LETTER GRADE	QUALITY POINTS
A	4.0	B-	2.7
A-	3.7	C+	2.3
B+	3.3	C	2.0
B	3.0	C-	1.7
D+	1.3	F	0.0
D	1.0	D-	0.7

Pass-Fail Option

- Available to sophomore, junior, and senior students.
- Not allowed for courses required for the major, minor, or general education.
- Must be requested through the Registrar by the end of the fifth week of classes; decision is irreversible.
- A pass (P) does not count toward Dean's List eligibility and is excluded from GPA calculation.
- A fail (F) counts in GPA calculation.
- Maximum of 4 units may be taken Pass-Fail.

Grading under Pass-Fail:

PERFORMANCE	GRADE
A–D	Pass
F	Fail

Incomplete Grade (I)

- Assigned when a student is passing but cannot complete a portion of the course for valid reasons.
- Instructor records the reason, requirements for completion, and current grade with the Registrar.
- Remaining work must be completed within one regular semester unless otherwise specified.
- If not completed, I → I/F (counts as F in GPA).
- Exceptions require approval from the Division Chair/Dean .
- Students with an Incomplete are ineligible for Dean's List that semester.

Academic Policies and Procedures

Grade Appeals Process

I. Appeal Process

This policy applies to both undergraduate and graduate courses.

The grade appeal policy and procedure affords recourse to a student who has evidence that an inaccurate final grade has been awarded. The Wagner College grade appeal policy is intended to present a process which is fair to both students and faculty.

The student must be able to demonstrate that the grade appeal is valid. For purposes of this policy, valid means:

1. A demonstrable error was made in the calculation of the grade, or

2. The assignment of a final course grade was made in a manner that substantially or unreasonably departed from the instructor's course syllabus, or

3. The instructor failed to assign or remove an Incomplete or to initiate a grade change as agreed upon with the student in writing, or

4. The assignment of a final course grade was made on a basis other than the student's academic performance.

Students who believe they have received a grade that does not reflect their academic performance should consider the following before beginning the grade appeal process:

1. Double-check the final numerical grade calculation based on the percentages described in the instructor's syllabus.

2. Objectively assess your attendance record. As partners in learning, students are expected to attend class and contribute.

3. Objectively assess the quality of class participation. If a student's grade appeal is based solely on a difference of opinion about class participation, it will be virtually impossible to resolve this issue, as only the instructor is able to evaluate this.

4. Compare all of the above with the original class syllabus to determine whether all requirements have been fulfilled, as stated by the instructor.

5. Check that the work submitted meets the requirements enumerated by the instructor. For example, if a student submitted a well-written and well- researched paper on the life of Plato, but the instructor specifically asked for a comparative study of the ideas of Plato, Aristotle,and Socrates, the grade will not be reviewed since the student did not follow instructions.

By submitting a grade appeal, the student acknowledges that, upon review and investigation, the determination may result in a final grade:

1. That may be the same as that of the original grade.

2. That may be higher than the original grade.

3. That may be lower than the original grade.

This policy will not be used in cases involving alleged violations of academic honesty. If the appeal is for a prerequisite course for the subsequent semester, or if a student has beendismissed from a program based on a grade being appealed, the program director will notify the student if they may or may not continue in the subsequent course or academic program during the appeal process.

A student who determines that a grade appeal is warranted should follow the process described here:

Level 1: Faculty

To appeal a grade for a course, the student should email the documents outlined in section II. to the course instructor following the timeline described in section III. The course instructor will review the appeal and provide a written response to the student within 10 business days of receiving the student’s grade appeal. Written records of all communications should be kept.

Level 2: Program Director

If the student is not satisfied with the outcome or does not receive a response from the instructor after 10 business days, the student can submit their appeal with the documents outlined below (in Section II) as well as documentation of the communications between the student and the faculty via email to the program director. *The program director is the dean, division chair, chair or program director of the department or program that offers the course taken by the student.* The appeal must be received within 10 business days of the faculty's response or within 20 business days following the student's initial email to their instructor if no response is received.

The program director will review the submissions, consult with the instructor, and maintain documentation of the instructor’s response. The program director will notify both the student and the instructor of the outcome within a week, explaining their decision to both the instructor and student inperson and/or in writing. Written records of all communications should be kept.

Level 3: Academic Review Committee

In the event that the student is not satisfied with the outcome at the program director level, an appeal may be submitted via email to the chair of the Academic Review Committee by submitting the documents outlined below as well as documentation of the communications between the student, the faculty member and the program director. The appeal must be received within 10 business days of the program director's response or within 10 business days of when the email was sent if no response from the program director was received.

If a hearing is warranted, both the student and the program director are invited by the Academic Review Committee to attend the hearing. A program director who is unable to attend may choose to offer comments in writing.

1. During the hearing, the student will have the opportunity in private (without the program directorpresent) to summarize the contents of any materials submitted and respond to questions from the committee.

2. If the program director is present, the committee may then excuse the student to hear the program director’s remarks in private and to review the work shown previously.

3. The student and the program director should not encounter or respond to one another during the hearing.

4. The Academic Review Committee will normally reach a decision within two working days of thehearing, which will be forwarded to the program director, who will communicate the decision tothe student and the instructor within one working day of receiving the committee’s decision.

Level 4: Written Appeal to the Provost

If the decision of the Academic Review Committee is unacceptable to the student, the student must promptly communicate this in writing via email to the chair of the Academic Review Committee and the program director within five working days of receiving notice of the decision. The ARC chair will then forward all relevant documentation to the Office of the Provost. The documentation and review processes will then be reviewed by the Provost or a designee of the Provost. The Provost/Provost designee will assess the situation taking into account the report of the Academic Review Committee, which must include all of the documents that were used to determine the final decision.

Only in cases that the appeal process was not followed according to the procedures outlined in this document will the Provost/Provost designee be asked to reassess the decision of the Academic Review Committee; otherwise, the decision of the Academic Review Committee stands. TheProvost/Provost designee may request clarification from any or all parties involved in the appeal process as they see fit. In all instances, the Provost/Provost designee’s decision will determine the final outcome of the requested grade change.

II. Required Documentation

In order for an appeal to be considered, students must demonstrate an objective discrepancy betweenthe way in which they were evaluated and the grading policies and procedures outlined in the syllabus.

To formally begin the appeal, the student must provide the following documents for review:

1. A detailed written statement requesting and explaining the basis for the appeal. The letter should also include: the name and number of the course; the grade given; the name of the instructor who taught the course; and whether the grade given prevents a student from advancing.

2. A copy of the course materials, including syllabus and assignments; and

3. Copies of other pertinent documents, including student's submitted work, and any other evidence that may have a bearing on the grade in question. These may include, but are not limited to, work done by the student in the course, department of college policies, tests, papers, clinical records or evaluations, journals, handouts, correspondence to/from the instructor, course outlines, handouts, logs and any written feedback given by the instructor on written work.

III. Timeline

Non-prerequisite courses. If a student wishes to appeal a final grade, they must submit a grade appeal prior to the completion of the next semester in which the course was taken, even if they are not in attendance; otherwise, the appeal will not be considered. If the course is not a prerequisite for the subsequent semester, the grade appeal should be completed by the end of the following semester or term.

Prerequisite courses. If the course is a prerequisite for the subsequent semester, the following timeline is recommended: A student must file the initial appeal within 10 business days after grades have been officially posted by the registrar. The entire grade appeal process should take no more than 30 business days.

If, due to extenuating circumstances, the student is unable to follow the timeframe, they must submit a written request for an extension from the next person in the process during the specified timeframe. Likewise, a Course Instructor, Course Coordinator, Program Director, Department Chair,Division Chair or Dean must submit a written request for an extension to the Provost if there are extenuating circumstances that would not allow the timely completion of their review and decision.

Graduating students: Once students have graduated and have a degree awarded by the College, students will have two weeks to submit a grade appeal.

GRIEVANCE POLICIES

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

DIVISION OF GRADUATE STUDIES

Mission

The Division of Graduate Studies (DGS) supports the mission and goals of Wagner College through graduate education. Committed to the "learn by doing" philosophy embodied in the Wagner Plan based on experiential learning and interdisciplinary study, the DGS offers high quality select yet comprehensive graduate programs.

These exclusive programs strive to foster core competencies, cutting-edge technologies, and critical thinking. Committed and competent faculty prepare eager and reflective individuals for life and work in an increasingly complex, diverse, and global society. Students in the DGS receive personal attention as they work closely with faculty in small classes. Graduate programs at Wagner College remain responsive to the needs of external community and in turn provide the most innovative and highest caliber graduate education in the region.

Programs

The Division of Graduate Studies was instituted in 1952 with programs in business administration and education. Graduate programs have since been added in microbiology (1966), nursing (1978), and accounting (2000), and physician assistant studies (2002). These programs lead to the following degrees:

- Master of Science Accounting
- Master of Business Administration
- Master of Science Microbiology
- Master of Science Nursing; Post Master's Certificate in Family Nurse Practitioner
- Master of Science Advanced Physician Assistant
- Doctor of Nursing Practice

Wagner College provides graduate-level programs for a clientele interested in distinct professional fields. The graduate programs are natural extensions of strong undergraduate degree programs in the same fields. They focus on the advancement of Scholarship and are designed to stimulate intellectual maturity. Instruction is provided through formal classroom study, seminars, and independent research in order to give the student opportunity to acquire advanced knowledge and to make contributions to their field of study.

Wagner College graduate programs serve the needs of both full-time and part-time students. For the most part, these students commute from neighborhoods in the boroughs of New York City or from New Jersey.

Personal attention and the meeting of individual needs are distinctive feature of graduate study at Wagner College. Classes are scheduled in the late afternoon, in the evening, with some programs also offering courses on the weekend. Courses are also scheduled during summer sessions.

Graduate Programs at Wagner College

Wagner College, a vibrant and innovative undergraduate institution, extends its mission through select, high-quality graduate programs designed to prepare students for professionally rewarding careers. The current graduate offerings lead to the following degrees:

Business

Degrees Offered:

- **Master of Business Administration (MBA)**
  Concentrations: Accounting, Management, Marketing, Finance, Healthcare Administration
- **Master of Science (MS)**
  Fields: Accounting, Management, Marketing, Finance

Education

Degrees Offered:

- **Master of Science in Education (MSEd)**
  - Early Childhood/Students with Disabilities B-2 (Advanced Certification)
  - Elementary Education/Students with Disabilities 1-6 (Initial Certification)
  - Adolescent Education/Students with Disabilities 7-12 (Initial Certification)

Certification:
All education graduate programs, upon completion of required workshops and examinations, lead to dual certification in **general and special education**.

Media Management (Business)

Degree Offered:

- **Master of Science (MS) in Media Management**

Wagner College's MS in Media Management prepares leaders and innovators in the global media industry, encompassing film, television, music, video games, publishing, web, mobile, and more. By integrating theory with practical experience, graduates gain a deep understanding of the dynamic link between creative arts and the business of financing, producing, and distributing media. The program equips students to manage media enterprises in an era of rapid technological change and globalization.

Microbiology (Biology)

Degree Offered:

- **Master of Science (MS)**

Nursing

Degrees and Certifications Offered:

- **Master of Science (M.S.)**: Family Nurse Practitioner or Educator
- **Post-Master's Certificate**: Family Nurse Practitioner
- **Doctor of Nursing Practice (D.N.P.)**

Physician Assistant

Degree Offered:

- **Master of Science (M.S.)**

Graduation & Commencement

PREPARATION FOR GRADUATION

Students are responsible for understanding and following all academic regulations related to completing their major and degree, including course prerequisites, enrollment restrictions, and policies on withdrawal and course repetition. Failure to comply with these regulations may negatively impact a student's academic standing and graduation.

APPLICATION FOR DEGREE

Students must submit a graduation application to the Office of the Registrar for the term in which they plan to graduate (Fall, Spring, or Summer). A $150 fee will be assessed at the time of application.

To participate in the commencement ceremony, students must have no more than:

- 2 units outstanding for undergraduate students
- 6 credits outstanding for graduate students
- 9 credits outstanding for students in the Master of Education program

All remaining coursework must be completed according to the College deadlines to meet graduation requirements. Students applying for Summer graduation who wish to take part in the Spring ceremony must complete all graduation requirements by the end of the Summer term. Failure to do so will make them ineligible to participate in any future ceremony.

Degree Conferral and Commencement Policy

Wagner College holds one commencement ceremony each year at the end of the spring semester, with separate ceremonies for undergraduate and graduate students. Degrees are awarded after the Office of the Registrar completes a degree audit confirming that all academic requirements have been met. The date of degree conferral is the last day of the semester in which the student completed all requirements. Degrees are mailed within 6–8 weeks from the conferral date. Students must have no financial obligations with Student Accounts/Bursar to receive their degree. Degrees will not be processed if a hold exists on the student account; once the hold is released, the degree will be mailed.

Leave of Absence & Withdrawal Policy

Leave of Absence (LOA) Policy

Students seeking a Leave of Absence must submit a completed LOA form to the Office of the Registrar before the start of the semester. An LOA may be granted only once within a 12-month period, and its duration cannot exceed 180 days. Students are responsible for understanding how an LOA may affect their academic progress, financial aid, and enrollment status.

Withdrawal Policy

Students who wish to withdraw from the college must formally submit a withdrawal request to the Registrar's Office. The withdrawal date is recorded as the date the request is received. Tuition and fees may be adjusted according to the college's published refund schedule. Students are responsible for any outstanding balances and must return college property, including ID cards and library materials. Withdrawing from the college may affect financial aid eligibility, so students are encouraged to consult the Financial Aid Office before initiating the process.

Academic Policies and Procedures

Nontraditional Means of Earning Credit

Nontraditional Means of Earning Credit

Undergraduate students may earn a maximum of 9 units through nontraditional methods.

1. Proficiency Examinations

- Administered and graded by Wagner faculty.
- Arrangements made through the relevant department.
- Passing waives the corresponding general education requirement but does not award credit.
- Learning may be demonstrated via:
    - Written examinations (standardized or course-specific, 90 minutes, graded by departments).
    - Oral examinations or skill evaluations (up to one hour, conducted by departmental committees with a specialist present).
- Students must still complete a minimum of 36 units toward graduation.

2. Standardized Exams (AP & CLEP)

- Advanced Placement (AP) and College-Level Examination Program (CLEP) exams may satisfy College requirements.
- Minimum scores: 50 for most subjects; 65 for second-language courses.
- Exams are not graded by Wagner faculty.

3. Life Experience Credit

- Students may earn credit for documented learning relevant to liberal arts or professional programs.
- Credit must align with specific Wagner courses, demonstrating that course objectives are met.
- Procedures are available through the Registrar.

4. Credit via Evaluation Services

- ACE Credit Recommendation Service considers education and training outside the classroom (courses, exams, apprenticeships).
- NCCRS evaluates education and training from designated organizations.

5. Military Service Credit

- Credit may be granted based on the Joint Service Transcript (JST) via ACE evaluation for Army, Marines, Navy, and Coast Guard service.

6. Graduate Course Credit

- Up to 3 credits may be earned for documented learning relevant to a graduate program.
- Requests must include documentation showing course objectives have been met.
- Evaluation is conducted by the Division Chair/Dean or Graduate Program Director.
- Approved credits require payment of the designated fee.

Note: Speech and computer proficiency requirements are not affected by these regulations; passing the respective exams does not grant credit.

Practical & Advanced Studies

INTERNSHIPS

A number of the academic programs at Wagner require a structured, hands-on experience. Academic and non-credit internships are offered to provide students with practical experience as a supplement to the curriculum. Non-credit internships are available to students at any time during their career at Wagner, and the students faculty advisor or program chair/dean can assist students in locating these internship opportunities. A non-credit internship can be a valuable learning experience, helping students develop and hone skills necessary for future careers or advanced study.

Academic credit internships are also available to students who have earned a minimum of four units with a minimum 2.5-grade point average. Typically, an internship taken for one unit requires 105 work hours while an internship taken for two units requires 210 work hours; however, specific degree programs may require more. Please consult the Division Chair/Dean to verify the required number of work hours before registering for the internship. Not including internship requirements of major programs, a student may apply no more than two units of internship credit toward the 36 units required for the bachelor’s degree. The student is then instructed to have their faculty advisor, Division Chair/Dean, and site supervisor approve and sign the necessary internship paperwork. When all signatures have been obtained, the student submits the internship paperwork to the Office of the Registrar’s during the registration period for the semester the student is seeking to obtain credit.

Once the Registrar has reviewed and approved the request for the internship for academic credit, the student will be enrolled in the internship course. Tuition charges apply to any academic course. Students are advised to initiate the internship location and registration process at least one semester before the desired enrollment in the internship course.

PRACTICA

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

INDEPENDENT STUDIES

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

Undergraduate Students

- Each student must have both a minimum of 5 earned units and a grade point average of 3.0 in the department in which the student is doing the independent study. Any exceptions to this rule must be approved by the Department Chair/Dean.
- No student is permitted to count more than two Independent Study courses toward an undergraduate degree.
- Students are required to register for Independent Study by the last day to add courses and must submit an Independent Study Request Form to the Office of the Registrar.

Graduate Students

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

Tutorials

Tutorials are available only when necessary to ensure a student's normal progress toward a degree. Approval must be obtained from the Division Chair/Dean or Graduate Program Director, the Provost's Office, and the faculty member offering the tutorial. Students must register for tutorial courses no later than the final day of the add period.

UNDERGRADUATES ENROLLED FOR GRADUATE CREDIT

A student in the last year of the bachelor's degree program may take a maximum of nine credits of graduate courses toward a master's degree, subject to all of the following conditions:

- Students must have completed the junior year.
- Students are permitted to take a maximum of nine credits of graduate (600 level or above) courses in the senior year, with no more than six credits of graduate work in a given semester.
- The credits will be over and above the 36 units needed for the bachelor's degree and may not be applied to that degree.
- The total course load during any semester, undergraduate and graduate, must not exceed the equivalent of 5 units.
- The student must have a cumulative GPA of 3.00 or better.

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

Policies for Retaking & Auditing Courses

Audit Policy (AU)

- Allows students to attend a course without earning credit.
- Requires instructor consent.
- Regular attendance is expected; assignments or exams may not be required.
- Grading:
    - AU: Satisfactory attendance, no credit, no quality points.
    - NA: Unsatisfactory attendance, no transcript record.
- Changes between credit and audit require instructor consent and must be completed by the last day of Drop/Add.
- Audited courses do not count toward academic load.
- Fee: 1/3 of current tuition plus lab fees.

Repeat of Courses

- Students may repeat courses with grades of D or F.
- The most recent grade counts toward the cumulative GPA; original grades remain on the transcript.
- Undergraduate students may retake up to 7 courses.
- Pass-Fail cannot be used to improve a letter grade.
- Courses must be repeated at Wagner College, unless a substitute is approved by the Division Chair/Dean.

Special Cases:

- Nursing students must earn C+ or better in repeated major/prerequisite courses.
- TAP-eligible NY State residents cannot count previously passed repeated courses toward full-time study requirements unless for additional credit.

GRADUATE STUDENTS

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

Post-Enrollment Credit Transfers

Credits from Other Institutions After Enrollment

Students who have matriculated at Wagner College may not be enrolled simultaneously in another college during the same semester.

Students wishing to take courses at another institution during the winter or summer semesters must obtain prior approval from the department chair or dean. To request approval, students must complete and submit the “Request to Take a Class at Another Institution” form to the appropriate academic office.

Transfer eligibility is limited by the maximum number of transfer credits allowed. Students who have already reached this limit are ineligible to take courses at other institutions after matriculation.

Courses taken without prior written approval will not be accepted for transfer credit and will not count toward degree requirements. For information regarding the maximum allowable units or credits, and the minimum grade requirements, please refer to the Admissions page.

Study Abroad Grading Policy

Wagner College students participating in a study abroad program must follow this grading policy:

- All courses must be pre-approved in writing.
- The Division Chair/Dean determines the transferability of courses.
- Upon receipt of an official transcript, courses with a grade of C (2.0) or higher will transfer and appear on the Wagner transcript.
- The original grades earned will be recorded but will not count toward the cumulative GPA.
- Credit conversion: 1 Wagner unit = 7.5 ECTS (European Credit Transfer System).

Readmission Policy

Readmission Policy

Students who withdraw voluntarily, are administratively withdrawn, or are suspended may apply for readmission by contacting the Registrar and submitting a readmission application. The College may require documentation demonstrating that the student is qualified and prepared to resume academic work. An on-campus interview with a College official may also be required.

For withdrawals related to medical or psychological reasons, or administrative withdrawals for health-related issues:

- A written progress assessment from a treating health professional must accompany the readmission form, confirming the student is ready for full-time academic work and campus life.
- The Director of the Center for Health and Wellness and/or a College Counselor may request a release to consult with the treating professional regarding treatment and follow-up needs.

- Based on this review, the College will recommend approval (with or without conditions) or denial of readmission.

Students will be notified in writing by the Office of the Registrar regarding the outcome of their readmission application.

Registration

ACADEMIC ADVISEMENT

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

UNDERGRADUATE STUDENTS

First Year and transfer students meet with their advisors during orientation to discuss their academic interests. Preliminary course registration will take place for required courses before First Year students arrive on campus. Changes can be made during orientation. Wagner's Office of Academic Advising and

Accessibility (OAAA) has dedicated advisors assigned to help First Year and transfer students who have not yet declared a major. Upper-class students and transfers who have declared majors are assigned faculty advisors by their respective departments. Juniors entering their spring semester are to initiate a degree audit at the Registrar's Office to ensure that all major and degree requirements will be completed on schedule for graduation. Meeting requirements for graduation ultimately is the student's responsibility.

GRADUATE STUDENTS

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

In courses that carry graduate credit, grades of "B" or better, or grades averaging "B", must be earned in the courses in which letter grades are given. Students will not be permitted to continue graduate study if they have received grades "C+" or lower, inclusive of any "F" grades, for more than three different courses. Courses in which "F" grades are received must be repeated. No more than two courses with an "F" grade may be repeated and each course may be repeated only once. Individual graduate programs may have set repeat policies specific to that program. See the graduate program of interest for additional details.

Registration

Students may find the official start date for registration on the Academic Calendar.

- **Fall Semester Registration**: Begins during the prior spring semester and ends on the last day of the add/drop period for the fall term. All students are assigned to a registration group with a designated time to register. The Office of the Registrar will send notification of your registration group and time to your Wagner email account.
- **Spring Semester Registration**: Takes place during the preceding fall semester. All students are assigned to a registration group with a designated time to register. The Office of the Registrar will send notification of your registration group and time to your Wagner email account.
- **Freshmen:** Incoming first-year and transfer students will have their initial semester schedules created by the Office of Advisement and Accessibility (OAAA).

Course Numbering and Levels

- Courses numbered **100–499** are undergraduate-level courses and do not count toward the graduate cumulative index.
- Courses numbered **600–899** are exclusively graduate-level and are open only to fully matriculated graduate students.
- Courses numbered **500–599** are generally undergraduate senior-level courses but may also be designated as graduate-level with the recommendation of the Division Chair/Dean, Graduate Program Director, or program advisor.

Graduate students enrolled in 500-level courses are required to complete additional work beyond that expected of undergraduates. The nature of this additional work must be clearly outlined in the course syllabus.

To qualify for a master's degree, graduate students must complete a minimum of 18 credits at the 600-level or above.

Permitted Number of Units

Undergraduate Students

The average course load is 9 units per academic year. Students may choose to distribute this load by enrolling in 4 units in one semester and 5 units in the other. With approval from their advisor, students may register for one additional unit during the academic year for an extra tuition charge, provided they maintain a minimum cumulative GPA of 3.2.

Graduate Students

Graduate students enrolled in 9 credits are considered full-time. In most programs, full-time graduate students may register for a maximum of four courses per semester. Permission to exceed this limit must be obtained from the Graduate Program Director.

ADDING AND DROPPING COURSES

The period for adding and dropping classes without academic penalty is the first week of classes during regular semesters and the first two days of classes in the summer sessions. After this period, a student may withdraw from a course upon consultation with the faculty advisor until the last day of classes ofthe semester. The last

day for withdrawal from courses is indicated on the Wagner calendar published on the Registrar webpage. If a student withdraws from a course during this time a “W” will be recorded on the transcript. The student will be liable for all charges associated with the course if it is dropped after the first weeks add/drop period. In unusual circumstances (a major extended illness or a major change in life circumstances) the student may submit an Academic Policy Appeal to the Office of the Registrar to withdraw from a course after the normal period. Students are not permitted to drop the first year reflective tutorial and/or learning community.

Nonattendance at a class or nonpayment of tuition does not constitute an official withdrawal, nor does notification of one’s instructor result in an official withdrawal from the class. An official **Course Withdrawal Form** must be filed with the Office of the Registrar or a grade of “F” will be received for failure to attend the course.Similarly, attending a class does not constitute registration in that class. In the event the course is closed due to enrollment, and if the classroom permits additional students, a request to be added to a closed course can be submitted during the drop/add period. The department chair/dean must approve all requests to be added to a closed course.

Student Rights & Responsibilities

Family Educational Rights and Privacy Act of 1974 (FERPA)

Wagner College complies with the Family Educational Rights and Privacy Act of 1974, as amended, which protects the privacy of student educational records, grants students the right to inspect and review their records, and provides procedures to correct inaccurate or misleading information.

The College may release **directory information** without student consent unless a written request is submitted to the Registrar’s Office to withhold it. Directory information may include:

- Name, local and permanent address, phone number, and email
- Major, minor, or concentration
- Honors, awards, and graduation distinctions
- Classification and enrollment status
- Dates of attendance and degrees conferred
- Digital images (photo or video)
- For student-athletes: participation in officially recognized sports, weight, height, and hometown

Students may request to withhold all or part of their directory information by submitting a written request to the Registrar.

Further information about FERPA and Wagner’s compliance procedures is available from the Registrar’s Office in Cunard Hall.

CHANGES OF PERSONAL INFORMATION

Students must notify the Registrar’s Office of any changes to their name, local or permanent address, phone number, or student status by submitting a Change of Student Information form to update their records.

Undergraduate Programs

UNDERGRADUATE PROGRAM

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

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

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

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

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

Humanities—3 units chosen from the following disciplines: English, foreign languages, history, philosophy, religion, and MDS 106, MDS 107, CE 206.

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

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

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

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

Opportunities to engage in each skill across disciplines underscore how skills translate and prove valuable across contexts.

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

Index of courses by skill

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

*For up-to-date listings, please go to registrar's webpage under Academic Information.

https://wagner.edu/registrar/bulletin-catalog/

Intercultural Understanding (UU/U)

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

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

Creativity (CC/C)

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

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

Critical Reading and Analysis (RR/R)

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

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

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

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

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

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

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

Oral Communication (OO/O):

Intensive (OO): Courses with an intensive designation focus on sustained oral communication instruction, including feedback and revision, and culminate in formal oral presentations. Students learn how to prepare a presentation with an audience in mind, including increasing knowledge of the audience or persuading. Practice or exposure (O): Courses with a practice/exposure designation use public speaking and verbal interactions to support course content (beyond normal lecture or Q&A interactions).

Quantitative Thinking (QQ/Q):

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

Further, these courses teach students the difference between inductive and deductive reasoning, including mathematical induction, and how to formulate general hypotheses and conjectures by abstracting general principles from numerical examples and problems. Finally, courses with an intensive designation train students how to analyze real-world problems quantitatively, formulate reasonable estimates, apply appropriate equations, and differentiate between valid and questionable conclusions.

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

Written Communication (WW/WC):

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

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

Learning Communities: The First-Year Program (FYP), Intermediate Learning Community (ILC), and Senior Learning Community (SLC) provide interdisciplinary learning. The learning community in the First-Year Program includes a field-based experience that is thematically linked to two introductory, discipline-specific courses and a reflective tutorial. The Intermediate Learning Community challenges students to expand their critical thinking by making connections across disciplinary perspectives in two thematically-linked courses or one course co-taught by professors from different disciplines. The Senior Learning Community, which is in the student's major, consists of a capstone course in the discipline, a substantial internship or research experience, and a major paper or presentation in the senior Reflective Tutorial. The three learning communities individually and collectively challenge students to relate academic learning to the wider world, to social issues, and to their own individual experiences.

First-Year Program: In the first year, students complete nine courses. They typically enroll in four courses in the first semester, and five courses in the second. In the first semester, each student is required to take a first-year seminar that is a single, interdisciplinary class co-taught by two professors from different disciplines. This course is rooted in an experiential learning component and critical reflection. Students are introduced to college

as they reflect in writing on their experiences and interdisciplinary class content. During the summer before they begin their first semester at the College, new first-year students are required to go online to fill out the New Student Form and review the New Student Guide, which contains a list of all the first-year seminars offered in the fall. The New Student Form asks students to list their preferences for seminars, and is submitted electronically. Placement in a seminar is based upon both student preference and the limited number of seats available within each seminar.

Scheduling constraints may impact the placement. The faculty in this co-taught seminar serve as academic advisors to the students until those students declare their major. In the first semester, students are also placed in an introductory course appropriate for their academic interests. For the second semester in the spring, students choose a first-year intensive writing course taught by a full-time member of the faculty. This course includes instruction in research methods, the craft of writing, revision in response to peer-review, and a research paper.

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

Capstone Learning Experience: The Wagner Plan culminates in the Capstone Learning Experience. The Capstone Learning Experience is a summative experience that contains the following elements: a capstone seminar in the student's major and a reflective tutorial course that includes an experiential learning component of at least 100 hours as well as a substantial and sophisticated project. Students are challenged to develop a more refined understanding of the complexity and depth of at least one discipline through concentrated application, problem-solving, reflection, and critique. The Capstone Learning Experience is the continuation and culmination of the Wagner Plan.

Study in Depth: Majors, Concentrations, and Minors

Major

Each student must complete a major field of study, which must be declared no later than the end of the sophomore year through the relevant academic department. Graduation recommendations are granted by the department only after the student has met all course and other requirements for the major.

For the bachelor of science degree, no more than 22 units in the major, including required related courses, may count toward the 36 units required for graduation. For the bachelor of arts degree, no more than 18 major units, including required related courses, may count toward the 36 units. Students may exceed these limits only if the total units exceed the 36 required for graduation. Students are responsible for scheduling and sequencing courses to meet major requirements.

Double Major

Students may pursue two majors by:

- Declaring both majors during the sophomore year.
- Officially registering both majors with approval from each department's Division Chair or Dean.

- Completing related course requirements for both majors unless identical courses fulfill both.
- Completing the senior learning community in the primary major, and in some cases, the secondary major if required.
- Receiving a degree based on the primary major.
- Applying no more than four identical course units to both majors.

Concentration
A concentration is a specialization within a major. Students choosing a major with a concentration must complete the designated courses, which will be noted on the transcript. Concentrations are established through the academic department.

Minor
A minor consists of 5 to 7 units in a single discipline. No more than two transfer units may apply to a minor, and no more than two minor units may count toward a major or second minor. Departments determine acceptable courses, and students establish a minor through the academic department. Minors are noted on the transcript.

Elective Courses
Students are required to take electives outside their major to ensure a balanced liberal arts education. Faculty advisors guide students in selecting courses to achieve both depth and breadth in learning.

Courses of Study
Courses are numbered by level: beginning undergraduate courses are 100-level, senior-level undergraduate courses are 400-level, junior-senior-level courses open to graduate students are 500-level, and graduate courses are 600-level or higher. Undergraduate courses are generally one unit, and graduate courses are three credits unless otherwise specified. The College reserves the right to withdraw or change courses and instructors as necessary.

Academic Programs

At Wagner College, our Academic Programs include a wide range of majors and minors, pre-professional pathways, and joint degree programs that empower students to explore their passions and achieve their goals. Each program blends rigorous academics with real-world learning experiences, preparing graduates for advanced study, professional success, and lifelong growth.

Accounting

ACCOUNTING, B.S./M.S. (5-YEAR PROGRAM), M.S., MINOR

This major, program, and minor are available only to students who matriculated prior to the fall 2025 academic year.

On the undergraduate level, students major in business administration with a concentration in accounting and earn a B.S. The fifth year is a one-year program in which the students earn their Masters of Science in Accounting. Upon completion of the prescribed five-year program in accounting students will be eligible to take the examination leading to the Certified Public Accountant (C.P.A.) certificate. These programs are housed in the Nicolais School of Business.

Academic Programs

African American Studies

AFRICAN AMERICAN STUDIES, B.A. MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

American Studies

AMERICAN STUDIES, B.A.

This major is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

Anthropology

ANTHROPOLOGY, B.A., B.A. WITH A CONCENTRATION IN MEDICAL

This major is available only to students who matriculated prior to the fall 2025 academic year.

ANTHROPOLOGY, B.S., AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

In today’s complex world, a major in Anthropology is particularly relevant. Anthropology is global in its perspective, comparatively studying humankind, in all places and throughout time. Individuals with anthropology degrees are sought after in many professional contexts, including healthcare, non-profit organizations, businesses, and governmental agencies. Anthropology is an excellent degree for pre-law and pre-med students or Anthropology majors may choose to pursue a career in anthropological research in socio-cultural anthropology,

archaeology, biological anthropology, and medical anthropology. Students of anthropology develop an understanding of the concept of culture and how it unites human social, political, biological, and historical experiences. Majors in Anthropology further develop this holistic understanding of the human condition in applied research particularly emphasizing issues of human diversity, ethnocentrism, and inequality. These programs are housed in the Sociology and Anthropology Department.

Academic Programs

Art

ART, B.A. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

The art major gives students a solid and comprehensive background in traditional visual media including drawing, painting, and sculpture as well as a foundation in art history. Students will also study other media such as photography, graphic design, and printmaking. Building on these fundamental skills students may take advanced courses in these or other areas of study such as ceramics, new media, and/or pursue independent studies. Majors will be given preparation for a career in an art-related field or for graduate work. New York City's rich variety of art exposure makes the study of visual arts at Wagner an exceptionally valuable experience. These programs are housed in the Visual Arts Department.

Academic Programs

Art History

ART HISTORY, B.A. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

The major in art history introduces students to a broad range of issues, skills and practices in the field of visual studies with a focus on works of art and architecture. The curriculum is designed to familiarize students with some of the major periods in both Western and Global art history as well as the compelling methodologies and questions of the art historian. Courses train the student in formal and visual analysis and guide them in examining works of art and architecture within appropriate contextual and cultural frameworks. Multiple opportunities to study works first-hand and to conduct research are incorporated in the curriculum. The major prepares students for careers in the arts including museums and art institutions as well as for entrance to graduate programs in the field, but is an excellent choice for any student who wishes to be visually literate, providing key skills useful in a variety of professions and life experiences. These programs are housed in the Visual Arts Department.

Academic Programs

Arts Administration

ARTS ADMINISTRATION, B.S.

Arts Administration is a multi-disciplinary major that provides students with a broad overview for managing arts and arts-related organizations. Through a combination of theoretical classroom study and significant practical experience, the program prepares students for entry-level management/leadership positions in the arts and arts-

related professions. The program connects students with the considerable resources found in the New York art and business communities and beyond. Students may focus their studies in Art, Art History, Dance, Film/Media, Music, or Theatre by pursuing a minor in one of these fields. All students are required to work off campus, in a credit-bearing internship with an approved art or arts-related organization. A divisional interview is required for acceptance to the program. This program is housed in the Performing Arts Department.

Academic Programs

Behavioral Economics

BEHAVIORAL ECONOMICS, B.A.

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

Academic Programs

Business Analytics

BUSINESS ANALYTICS, B.S. AND MINOR

Analytics is a growing field, and the skills are in increasing demand for new graduates. It is important to keep up with industry trends and employer demands. This major prepares students for various data analyst roles across industries and functions. Students will understand descriptive, predictive, and prescriptive analytics and how to analyze and visualize data to make informed decisions.

Academic Programs

Biopsychology

BIOPSYCHOLOGY, B.S.

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

Academic Programs

Business Administration

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

This Bachelor of Science (B.S.) major and minor is available only to students who matriculated prior to the fall 2024 academic year. Please note that students can still declare majors in the Nicolais School of Business in Business Analytics (BS), Economics (BA), Finance (BS), Management (BS), and Marketing (BS). See the appropriate program section for details.

Business administration undergraduate majors may choose one of four concentrations: accounting, finance, marketing, or management. The MBA program is offered with three distinct educational approaches. The MBA encompasses three majors which include finance, management, and marketing. A common core curriculum for all concentrations and a capstone insure that all students will have a broad- based and practical understanding of business. Graduates of the major work in areas such as banking, brokerage firms, corporate financial management, international business, securities market operations, marketing research, advertising, sales, management, management information systems and health care in both small and large companies. New York City affords students a rich source of businesses in which to have internships. Both undergraduate and graduate programs in business administration are accredited by the Association of Collegiate Business Schools and Programs. The Business Administration minor can be completed only by students who do not have a major in business administration, regardless of concentration. These programs are housed in the Nicolais School of Business.

Academic Programs

Chemistry

CHEMISTRY, B.S. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

City Studies

CITY STUDIES, MINOR

This minor is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

Civic Engagement

CIVIC ENGAGEMENT, MINOR

This minor is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

Comparative Literature

COMPARATIVE LITERATURE, MINOR

This minor is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

Computer Science

COMPUTER SCIENCE, B.S. AND MINOR

The computer science program emphasizes the practical application of knowledge with a focus on software engineering. Students may also focus studies on hardware design, mathematics, or business computing. The major prepares students for are housed in the Mathematics and Computer Science Department.

Academic Programs

Cultural Competency for Allied Health

CULTURAL COMPETENCY FOR ALLIED HEALTH, MINOR

This minor is available only to students who matriculated prior to the fall 2025 academic year.

It is increasingly important for students pursuing careers in healthcare to understand and be able to navigate cultural difference. As such Cultural Competency is now considered central to many advanced training programs including medical school and Doctor of Nursing Practice programs. This minor is specifically designed for students in allied health fields, particularly those in Wagner's Nursing, Pre- Health, and Physician Assistant programs. It also pairs well with Biopsychology and Health Science majors looking towards careers in the health field. The minor is designed to provide the needed background in cultural material and theory, while fulfilling many General Education requirements. This program is housed in the Sociology and Anthropology Department.

Academic Programs

Dance Education

DANCE EDUCATION, B.S. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

Economics

ECONOMICS, B.A. AND MINOR

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

Academic Programs

Education

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

The Department of Education offers one undergraduate program and an educational minor. The education major leads to New York State initial dual certification in Childhood Education Grades 1-6 and Students with Disabilities Grades 1–6. Requirements for the Childhood Education and Special Education Program, in addition to specific examinations and GPA requirements, include the selection a dual major in one of 12 following liberal arts areas (*please note that all 12 are only available to students who matriculated prior to fall 2025. Anyone matriculating starting Fall 2025 are asked to select a dual major in either psychology or theatre/speech* : Art, English, French, History, Mathematics, Music, Natural Science, Philosophy, Psychology, Social Studies, Spanish, and Theatre/Speech. Students take courses in education and also the dual.The program culminates with a supervised student teaching experience at a partner school. The emphasis on practical experience combined with a deep knowledge base in the liberal arts contributes to a high job placement rate of graduates from the program. The minor in Educational Studies is available to students with a general interest in education or those interested in graduate school. As an Educational Studies minor, students take specific and prescribed courses to address interests and goals. The Education Department offers three graduate programs. Graduate programs lead to a Master in Education (M.S.Ed) degree in either Childhood Education and Special Education (1-6, initial certification), Adolescent Education and Special Education (7-12 initial certification), and Early Childhood Education and Special Education (Birth-Grade 2 advanced certification). For further information regarding examinations and GPA requirements, see Graduate Programs section of this bulletin. All certification programs are nationally accredited by AAQEP. These programs are housed in the Education Department.

Academic Programs

English

ENGLISH, B.A. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

The English major investigates the value of literature in terms of its aesthetic, formal, historical, political, and social characteristics. Students study literature from different historical time periods as well as an array of critical and theoretical approaches. Faculty are committed to helping students develop a high level of critical reading and thinking skills as well as strong expository writing abilities. English majors learn skills that prepare them for a variety of career opportunities. These programs are housed in the English Department.

Academic Programs

Environmental Studies

ENVIRONMENTAL STUDIES, B.A. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

Environmental issues are arguably among the most pressing facing humanity. This degree program provides students with a multidisciplinary understanding of the interaction between humans and the environment, with the goal of identifying approaches that are more sustainable for both. A particular emphasis will be placed on

understanding how human activities are connected to environmental and human health issues including: global climate change, risk in worldwide food and healthcare systems, reduction in biodiversity and human cultural diversity, and environmental justice. These programs are housed in the Sociology and Anthropology Department.

Academic Programs

Film & Media Studies

FILM AND MEDIA STUDIES, B.A. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

Finance

FINANCE, B.S. AND MINOR

The finance major prepares students for careers in corporate financial management, investment banking, international finance, commercial bank management, financial planning and the financial services industry. Students gain technical and applied skills to prepare them for different aspects of the finance industry.

Academic Programs

French Studies

FRENCH STUDIES, B.A. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

This interdisciplinary major emphasizes communication skills, cultural awareness and an appreciation of literature, music and film. All classes are taught entirely in the target language and use proficiency-based methodologies. Appropriate technology including stream movies, online Super Sites and conversation platforms with native speakers enhance language study. Wagner's study abroad programs also provide excellent opportunities for students who wish to become fluent in French through short-term faculty led trips to Canada, Europe and Africa on the Expanding Your Horizons Program. Students can also gain mastery through six-week, semester or year-long programs in a variety of countries. The Modern Languages Department supports students interested in Civic Engagement initiatives. By combining a major in French Studies with a major

in another discipline, students can prepare for graduate school and careers in government, public relations, marketing, advertising, business, law, health professions, bilingual counseling, translating, journalism, editing and publishing, and teaching. Further options for students interested in pursuing the study of French at Wagner include the dual major in French Studies and Childhood Education. These programs are housed in the Modern Languages Department.

Academic Programs

Gender Studies

GENDER STUDIES, MINOR

This minor is available only to students who matriculated prior to the fall 2025 academic year.

The interdisciplinary gender studies minor will encourage students to think about the origin and meaning of gender identity. Courses in the minor consider gender differences from the biological, psychological, social, political, and economic points of view. Students study how cultural, historical, and biological factors influence gender roles and relationships, and how the private reality of gender relates to its public experience. This program is housed in the Government and Politics Department.

Academic Programs

General Biology

GENERAL BIOLOGY, B.S. AND MINOR

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

Academic Programs

German

GERMAN, MINOR

This minor is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

Government & Politics

GOVERNMENT AND POLITICS, B.A. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

The study of government and politics is valuable and exciting. It is crucial that students understand the democratic system as well as other forms of governance; this is especially important now, given that the world's citizens have far more contact with each other than ever before. Understanding political processes and policies is also enlightening and useful for many different kinds of professions; whether one eventually works as a teacher, public official, lawyer, policy analyst, or with a variety of international organizations, the study of politics and government will be great preparation. Studying government and politics also helps students develop their reasoning and analytical skills as they simultaneously build confidence in their written and oral expression. These kinds of skills are indispensable for successful work and help citizens make meaningful contributions to the world. Students will sharpen their intellectual abilities and have fun along the way as they take courses in American politics, comparative politics, international relations, and political theory. Student can also do internships in Albany or Washington, D.C., where they have many career opportunities, and can make important professional contacts. This program is housed in the Government and Politics Department.

Academic Programs

Health Science

HEALTH SCIENCE, B.S. AND MINOR

The Health Sciences major offers students a flexible and interdisciplinary approach to learning about thhealth sciences and the healthcare system. Students are exposed to courses in biology, chemistry, physics, psychology, nursing and elective courses. Elective courses will allow students to explore aspects of health care they find of greatest interest. The major will serve as a path into post graduate careers in physical therapy, occupational therapy, genetic counseling, speech therapy, and other health-related careers. In addition to this, students will take a one-year clinical experience as part of their senior learning community that will prepare them for their desired career after graduation. This program is housed in the Biological Sciences Department.

Academic Programs

History

HISTORY, B.A. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

Studying history today is critical in our global world as it prepares us to respond to breaking news and conflicting views of our own and other cultures. Students of history develop an elasticity of mind, as they argue about evidence of what actually happened and make sense of complex events History majors enhance their intellectual skills that provide excellent preparation for careers in law and law enforcement, government, journalism, business and finance, education, politics and public policy, international affairs, and social activism. International history

courses, for example, provide an excellent pairing with a degree in international business or economics while public history courses are highly relevant to arts administration majors. These programs are housed in the History Department.

Academic Programs

Holocaust and Human Rights Studies

HOLOCAUST AND HUMAN RIGHTS STUDIES (MINOR)

This minor is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

Human Geography

HUMAN GEOGRAPHY, MINOR

This minor is available only to students who matriculated prior to the fall 2025 academic year.

Human geography allows students to learn a variety of critical and technical skills to understand the spaces and places of our shared world. The interdisciplinary nature of human geography will allow students to choose from a variety of courses in order to focus on key areas of interest, including economic geography, political geography, historical geography, environmental geography, and cultural geography. This program is housed in the Sociology and Anthropology Department.

Academic Programs

Information Systems

INFORMATION SYSTEMS, B.S. AND MINOR

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

Academic Programs

Interdisciplinary Studies

INTERDISCIPLINARY STUDIES, B.A.

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

Academic Programs

International Affairs

INTERNATIONAL AFFAIRS, B.A. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

Drawing on various disciplines, the international affairs major focuses on how and why countries interact, and how the world has been influenced by history, politics, economics, and culture. International affairs students study a foreign language in some depth, and are encouraged to take part in Wagner’s Washington, D.C. internship and the Study Abroad program. By honing their analytical, writing, and speaking skills, this major prepares students for graduate study and careers in law, government, foreign service, international organizations, business, journalism, and education, to name a few. This program is housed in the Government and Politics Department.

Academic Programs

Italian Minor

ITALIAN, MINOR

This minor is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

Journalism

JOURNALISM, MINOR

This minor is available only to students who matriculated prior to the fall 2025 academic year.

Raising awareness is what makes journalism a calling more than a career. Wagner's journalism program prepares students to succeed in an industry that is undergoing a global transformation. Courses in news writing, editing, design, feature writing, public relations, social media, photojournalism and ethics — as well as participation on the staff of the Wagnerian student newspaper — build a solid foundation of skills for all newsrooms. Internships at metro newspapers, magazines and online news organizations build connections that lead to jobs. Studying journalism in New York City, one of media capitals of the world, offers students unique opportunities. This program is housed in the English Department.

Academic Programs

Leadership and Diversity (L&D)

The Leadership and Diversity (L&D) Certificate Program

This certificate program is available only to students who matriculated prior to the fall 2025 academic year.

The L&D is designed to train students and continuing professionals to be civic-minded leaders with core competencies in the areas of inclusion, diversity, and equity. Upon successful completion of the program, students will be granted a Leadership & Diversity Certificate.

Academic Programs

Management

MANAGEMENT, B.S. AND MINOR

The management major prepares students with a broad perspective of the business field. Courses span different business operations such as human resources, organizational behavior, supply chain, and entrepreneur. This major gives students an overview of how business is conducted and prepares students for a variety of careers as well as graduate business education.

Academic Programs

Marketing

MARKETING, B.S. AND MINOR

The marketing major prepares students for careers in advertising and public relations, product and brand management, marketing research and analytics, sales, and sports and entertainment marketing, as well as for graduate study in business.

Academic Programs

Mathematics

MATHEMATICS, B.S. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

The major in Mathematics is designed to meet two goals: introducing some of the central ideas in mathematics, and developing problem-solving ability by teaching students to combine creative thinking with rigorous reasoning. The program prepares students for graduate studies and careers such as: pure and applied mathematics or other sciences, engineering, statistics, actuarial science, and teaching. This program is housed in the Mathematics and Computer Science Department.

Academic Programs

Mathematical Economics

MATHEMATICAL ECONOMICS, B.S.

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

Academic Programs

Microbiology & Immunology

MICROBIOLOGY & IMMUNOLOGY, B.S., M.S. B.S. /M.S. (5-Year Program)

The mission of the undergraduate program in microbiology and immunology within the Department of Biological Sciences at Wagner College is to provide students with a comprehensive background in the various fields of modern microbiology and immunology including microbial genetics, clinical microbiology, applied microbiology, immunology, molecular biology, and microbial physiology. Wagner is one of the few liberal arts colleges in the Northeast offering this major as an undergraduate degree. The primary goal of this major is to prepare students for graduate study and careers as microbiologists in public health, hospital, industrial, or research laboratories. The graduate program in microbiology at Wagner College prepares students for careers as microbiologists, molecular biologists, immunologists, virologists, mycologists, parasitologists, and epidemiologists in clinical, industrial, governmental or academic research laboratories. This is accomplished by providing a strong grounding and hands-on experience in the biochemical and physiological principles that govern all aspects of microbial life and by offering a variety of opportunities that stimulate intellectual curiosity, as well as analytical and deductive reasoning skills in our students. These programs are housed in the Biological Sciences Department.

Academic Programs

Middle Eastern Studies

MIDDLE EASTERN STUDIES, MINOR

This minor is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

Molecular & Cellular Biochemistry

MOLECULAR AND CELLULAR BIOCHEMISTRY, B.S.

The mission of the undergraduate program in Molecular and Cellular Biochemistry (MCB) within the Department of Biological Sciences at Wagner College is to provide students with a comprehensive understanding of how chemical processes and molecular mechanisms impact biological systems. Students complete courses in the chemical, physical and biological sciences including cell physiology, molecular genetics, organic and biochemistry. Upper- level requirements and electives in the major provide a focused, in-depth view of specialized topics and research methodologies. Students develop the critical thinking, analytical, and technical skills necessary to be a creative, effective, and responsible scientist. This program is housed in the Biological Sciences Department.

Academic Programs

Music -Education PREK-12

MUSIC-EDUCATION PREK-12 INITIAL CERTIFICATION, B.S.

This major is available only to students who matriculated prior to the fall 2025 academic year.

A modified version of the music department’s B.A. program that prepares students for entering the teaching profession and ensures initial certification for teaching at the preK-12 level. Students take the state-required music and education courses and are instructed in a wide variety of instruments.

Academic Programs

Music Studies

MUSIC STUDIES, B.A. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

NEUROSCIENCE, B.S.

The mission of the undergraduate program in Neuroscience (NS) within the Department of Biological Sciences at Wagner College is to provide students with a comprehensive understanding of modern neuroscience and offer training that is applicable to laboratory, instructional and clinical careers. Interdisciplinary by nature, the neuroscience curriculum will emphasize the physical, biochemical, molecular, and physiological underpinnings of the central and peripheral nervous system. This program is housed in the Biological Sciences Department.

Academic Programs

Nursing

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

The Nursing Program is a full-time major, which Nursing students do not enter until the Fall of Junior year. In the first two years at the College, prospective Nursing majors (PNR) take required prerequisite courses for the major plus courses for their General Education Requirements. Internal and external transfers into the Nursing major must have a GPA of 3.2 or higher, required prerequisite courses completed with a B- or greater, and a satisfactory score on the programs stipulated standardized nurse entrance exam (TEAS V by ATI) at the conclusion of sophomore year for entry into the School of Nursing. Students must be matriculated at Wagner College for one year (two semesters; not including summer) prior to beginning the Nursing Program. For applicants who have a Bachelor's degree from an accredited college, we offer a Second Degree, 15-month Program. Acceptance into this program is contingent upon successful completion of a Bachelor's Degree, a cumulative GPA of 3.2 or higher, satisfactory completion of all Nursing prerequisites at a grade of B- or higher, a satisfactory score on the standardized nurse entrance exam (TEAS V by ATI), along with a personal interview with a faculty member. Wagner offers a Master's degree, for RN's with a baccalaureate degree in Nursing. The program tracks are Nurse Educator and Family Nurse Practitioner. The post-master's certificate is for the FNP role only. In fall 2014, the

college began the Doctor of Nursing Practice (DNP) as an executive model for nurse practitioners. Wagner's BS and Masters programs are fully accredited by the Accreditation Commission for Education in Nursing (formerly known as the National League for Nursing Accreditation Commission), 3343 Peachtree Road, Suite 850, Atlanta, GA 30326, and the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680. The programs are registered with the New York State Education Department, Albany, NY 12234, and are members of the American Association of Colleges of Nursing, 655 K Street, NW, Suite 750, Washington, DC 20001. These programs are housed in the Evelyn L Spiro School of Nursing.

Academic Programs

Philosophy

PHILOSOPHY, B.A. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

Physician Assistant

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

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

Academic Programs

Physics

PHYSICS, B.S. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

Housed in the Physical Sciences Department, physics majors receive a broad but rigorous education in basic scientific principles that govern the behavior of matter and energy in nature. The program provides both theoretical and hands-on experience in classical and modern physics. Courses in chemistry, mathematics, computer science, and the liberal arts round out the curriculum. Students are encouraged to engage in research projects tailored to their interests and to pursue summer internships. Most graduates pursue graduate study or enter highly competitive positions in industry and education. A pre- engineering option and a coupled major in physics with a mathematics minor provide students with ways to further tailor their studies. These programs are housed in the Physical Sciences Department.

Academic Programs

Pre-Law

PRE-LAW, MINOR

The Pre-Law minor is an interdisciplinary course of study that engages students in courses in law, philosophy, politics, critical thinking, and writing, in order to prepare them for a career in law, public service, and related fields. Undertaking this minor will provide several benefits to students. Students will acquire tangible skills in terms of preparing for the Law School Admission Test, as well as become familiarized with the way law school classes are taught, including learning practical techniques related to reading case law and becoming familiar with constitutional law and mock trial. This program is housed in the Government and Politics Department.

Academic Programs

Psychology

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

The major in psychology offers courses in all areas of psychological inquiry: biological, behavioral, clinical, cognitive, humanistic, psychodynamic, and social. Emphasis is also placed on developmental psychology, which draws from all of these approaches. Students learn the basic methodologies of psychology as a science. They are also provided with opportunities for independent research and field work experiences. The major in psychology prepares students for a diverse range of careers in psychology and related fields including education, law, and social work. These programs are housed in the Psychology Department. The Psychology major has a choice of five concentrations: Brain and Behavior, Cognition, Human Development, Mental Health and Social Psychology.

Academic Programs

Public Health Pathways

PUBLIC HEALTH PATHWAYS, MINOR

This minor is available only to students who matriculated prior to the fall 2025 academic year.

The Public Health Pathways program prepares students to foster and defend individual and community health and well-being. Students in the Public Health Pathways program develop the skills necessary to assess the need for social and behavioral health promotion interventions in communities, and to develop, implement, disseminate, and evaluate effective health promotion interventions. This program is housed in the Sociology and Anthropology Department.

Academic Programs

Public Policy & Administration

PUBLIC POLICY AND ADMINISTRATION, B.A.

This major is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

Religious Studies

RELIGIOUS STUDIES, MINOR

This minor is available only to students who matriculated prior to the fall 2025 academic year.

Religious Studies focuses upon the history of religion and the religious traditions that form the ethical and moral foundations of Western and non-Western societies. Religious Studies prepares students for church work and graduate studies toward careers in higher education and ministry. This program is housed in the Philosophy and Religious Studies Department.

Academic Programs

Sociology

SOCIOLOGY, B.A. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

The Sociology major has a choice of four concentrations: Criminal Justice; Family Studies/Social Work; Social Inequality and Social Justice; and Academic Sociology. Criminal Justice is the scientific study of the social phenomenon of crime. Through their studies, students become familiar with law enforcement theory and

practice, correctional theory and practice, and criminal law. It prepares students for careers in law enforcement, corrections, and court services as well as graduate work (e.g. law school). The Family Studies/Social Work concentration is ideal for students seeking to pursue careers and graduate work in sociology or social work, social service agencies, public policy, community development, advocacy, education, local/state/federal government agencies, health services, (family) law, among other sectors. Students exploring “the family” as an emotional, economic, historical, and sociocultural institution.

Families hold great paradoxes. On one hand, they are a deeply mundane and ordinary part of the human experience; and on the other hand, families can contain incredible drama and pain, along with profound love. They both shape our individual lives and social world, and are fundamentally shaped by our society, history, laws, and existing inequalities. Social Inequality and Social Justice investigates how social structural factors, such as race, ethnicity, gender, sexuality, social class and their intersections relate to power, social status, wealth, income, and criminal justice. Through their classes students gain knowledge about these issues but also skills that will guide students as they create a more just and fair world for all. This concentration is relevant for students interested in careers related to human or social services, nonprofit and community organizations, social advocacy, activism and social policy settings, and research and government agencies. In the Academic Sociology concentration students explore and analyze the functions and institutions of societies, which include but are not limited to social stratification, race, ethnicity, gender, the family, social psychology, and laws. These programs are housed in the Sociology and Anthropology Department.

Academic Programs

Spanish

SPANISH, B.A. AND MINOR

This major and minor is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

Sports Administration

SPORTS ADMINISTRATION, B.A. AND MINOR

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

Academic Programs

Theatre & Speech

THEATRE AND SPEECH, B.A. AND MINOR

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

Academic Programs

Vocal Performance

VOCAL PERFORMANCE, B.A.

This major is available only to students who matriculated prior to the fall 2025 academic year.

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

Academic Programs

Writing

WRITING, MINOR

This minor is available only to students who matriculated prior to the fall 2025 academic year.

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

Program Curriculum Requirements

Program Curriculum Requirements

At Wagner College, your academic journey starts here. This section showcases our program curricula, outlining courses, credits, and pathways for each major. Explore a variety of fields, discover exciting opportunities, and see how Wagner College prepares you to meet academic expectations while pursuing your passions.

Program Curriculum Requirements

BIOLOGICAL SCIENCES DEPARTMENT

The Department of Biological Sciences offers the following programs:

- General Biology (B.S, minor)
- Biopsychology (B.S., with Psychology Department)
- Health Sciences (B.S)
- Microbiology and Immunology (B.S.)
- Microbiology (B.S, M.S., minor, 5 year program)
- Neuroscience (B.S.) subpage content

GENERAL BIOLOGY (B.S.)

Mission and Student Learning Goals for a Major in General Biology (B.S.)

Within the framework of a small, liberal arts college in which the main focus is education of undergraduates, the Department of Biological Sciences is committed to quality education in different disciplines of biology. In a departmental setting that emphasizes academic excellence and direct dialog between the professor and the students through small class size and accessibility of the professor, all students taking courses in the biological sciences are taught scientific reasoning, quantitative analysis, and the powers of observation and critical thinking. The curriculum has been designed to provide students a broad base of understanding of principles governing

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

By graduation, general biology majors should possess or have demonstrated:

• a basic knowledge of fundamental concepts in cell and molecular biology, and genetics.

• a general knowledge of organismal biology and biodiversity.

• a clear conceptual knowledge of ecological and evolutionary principles.

• a basic knowledge of statistical analysis.

REQUIREMENTS FOR A MAJOR IN GENERAL BIOLOGY (B.S.)

A minimum of 18 units with the following distribution:

Foundation requirements – 4 units of General Biology as follows: BI 213, BI 215, BI 217, and BI 221

Upper-level requirements – 2 units as follows: BI350, BI360

Major Core – 3 units as follows: Any 3 classes in the department with lab, 300-level or higher

Cognate courses – 4 units of Chemistry, 2 units of Physics, and 1 unit of Math:

CH 111, 112, 211, 212; PY131 or PY141; PY132 or PY142; MA121

Senior Learning Community – 2 units: BI 400E (zero units), BI 400

A laboratory section must be taken as part of any course for which a laboratory section is offered.

Lecture and laboratory must be taken concurrently. Any student who repeats a course with a laboratory must repeat both the lecture and the laboratory section concurrently. Courses used to calculate the major index include all

biology courses.

REQUIREMENTS FOR A MINOR IN BIOLOGY

A minimum of five units in biology including BI 213, 215 and 217 plus any other two courses in biology. A laboratory section must be taken as part of any course for which a laboratory section is offered. Lecture and laboratory must be taken concurrently. Students intending to minor in biology should seek the advice of a member of the biology faculty in selecting the elective courses, since there are numerous paths to the various career goals in biology.

Lecture and laboratory must be taken concurrently. Any student who repeats a course with a laboratory must repeat both the lecture and the laboratory section concurrently. Courses used to calculate the major index include all biology courses.

REQUIREMENTS FOR A COMBINED MAJOR IN GENERAL BIOLOGY AND MINOR IN

CHEMISTRY

18 units required for the major in General Biology, and any two additional units in Chemistry above CH 212.

COURSE DESCRIPTIONS

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

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

BI 125 Genes to Genomics. (M) (L) (WC) *One unit.* Three hours of lecture weekly. This course is designed for non-science majors interested in the problems and promises associated with modern-day genetics. Discoveries and technological advances in genetics are taught with an emphasis on the social, moral, ethical issues facing society today. *Offered as needed.*

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

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

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

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

*Offered fall and spring semesters.**

BI 213 Cells, Genes, and Evolution. (M) (L) (WC) One unit. Three hours of lecture and two hours of laboratory weekly. A course designed to familiarize students with fundamental biological principles emphasizing evolution and speciation; cell chemistry, structure and function; Mendelian and population genetics. Laboratory experiments give students hands-on experience with various aspects of evolution, cell biology, and genetics. Primarily for science majors. This course is not recommended for non- science majors. *Offered fall and spring semesters.**

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

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

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

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

BI 323 Basic Medical Histology. (M) (O) *One unit*. Three hours of lecture and three hours of laboratory weekly. This course covers light-microscopic characteristics of the four basic tissue types of the body of vertebral animals, including humans. It also focuses on microscopic anatomy of different organs. Emphasis is made on the relationship between the structure and function of cells and tissues that is fundamental for maintaining homeostasis and central to understanding histopathology, which in turn is crucial to medicine. In the lab, students familiarize themselves with the concepts of light microscopy, learn the basic procedures of tissue preparation

(histotechniques), and practice light microscopic tissue and analysis. *Prerequisites: Three foundation biology courses (213, 215, and 217). Students not majoring in biology should have BI 217 and permission of the instructor. Offered as needed.**

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

BI 340 Electrophysiology. (M) (O) (Q) (T) *One unit*. Three hours of lecture weekly. This course is an introduction to common electrophysiological techniques. After reviewing basic laws of electricity, the course will analyze in detail the electrophysiology of animal cell membranes. The course will then address different electrophysiological techniques and how they are used to explore electrical signaling in the nervous system. The course will also address the electrophysiology of transporting epithelia as well as techniques that allow to monitor organ function (EEG, EKG, EMG). The course involves oral and poster presentations by students about selected topics of electrophysiology. *Prerequisites: Three foundation biology courses (213, 215, and 217). All students are required to have completed Chemistry 112. Offered spring semester of odd numbered years.*

BI 350 Cell Physiology. (M) (Q) (T) *One unit.* Three hours of lecture and three hours of laboratory weekly. This course is a comprehensive study of the basic concepts, principles, and mechanisms of the function of cells. After reviewing the evolution and basic structures of prokaryotic and eukaryotic cells, the course will analyze the thermodynamics and kinetics of chemical reactions as the basis for all functions in cells. The course will then explore the different ways in which cells regenerate ATP to energize cellular work: glycolysis and fermentation, cellular respiration, photosynthesis. This will be followed by analyzing how cells do chemical, mechanical and osmotic work. The course involves oral and poster presentations by students about selected topics of cell physiology. During laboratories, the students work in groups on supervised experimental projects related to experimental cell physiology. ***Prerequisites: Three foundation biology courses (213, 215, and 217). Students not majoring in biology should have BI 217 and permission of the instructor. All students are required to have completed Chemistry 112. Offered fall semester.**

BI 360 Molecular Genetics. (M) (R) (WC) *One unit*. Three hours of lecture and three hours of laboratory weekly. An examination of the molecular basis of inheritance including discussions of gene structure, gene expression and DNA replication in prokaryotic and eukaryotic systems. This course takes a historical and methodological approach to illustrate how scientific inquiry and experimentation enabled an understanding of the molecular basis of inheritance. This course covers the latest methodologies used to study genes, gene expression and genomes including next generation sequencing. Emphasis is given to the critical reading of primary scientific literature and practice writing scientific research articles. Prerequisites: Biology 213, 217. Offered spring semester.*

BI 397G, BI 397P, or BI 397N Internship in Biology. (M) *One or zero units*. Research or teaching experience for at least 105 hours at a research facility or in a teaching laboratory where there is supervised, hands-on involvement in daily activities. The student will maintain a log describing day-to-day activities and the times and hours worked. A final paper in which the student evaluates the work experience is required. Other possible requirements will be determined by the faculty member overseeing the student's progress. The student's on-site supervisor will complete a written evaluation of the student's performance and submit it to the faculty supervisor. Students registered for this course as BI 397G will receive a letter grade; those registered as BI 397P will be taking the course on a pass/fail basis; those registered as BI 397N will be taking the course for no credit

(registration fee required). This course cannot be used to meet requirements for the Senior Thesis (BI 400) nor does it count towards completion of the requirements for the biology major. Interested students should contact the Center for Academic and Career Engagement. *Prerequisites: BI 213 and permission of Division Chair/Dean. Offered as needed.*

BI 400E Experiential Component in General Biology. *(M) Zero units.* This zero-unit course is the experiential component of the senior learning community and is linked to Senior Thesis in Biological Sciences (BI 400). It includes at least 100 hours of experiential, which must be completed prior to BI 400, as determined by the chair of the student's senior thesis committee. This experiential component serves as the basis for the research paper completed in BI 400. *Permission of Departmental Senior Learning Community Coordinator required. Offered fall, spring, and summer.**

BI 400 Senior Thesis in Biological Sciences (M) (LL) (O) (WW) *One unit.* This course is linked to the completed experiential component (400E). This course must be taken during the senior year, as part of the senior learning community, by all students majoring in "General Biology," "Microbiology & Immunology," "Molecular & Cellular Biochemistry" and "Neuroscience," as well as Biopsychology majors who have advisors in Biological Sciences. This course deeply engages students in scientific reasoning, writing and information literacy. Students analyze their own data and write an original research paper. Writing follows standard scientific journal formats. Each student is required to successfully defend their paper before a senior thesis committee. All students are also expected to present their findings publicly in oral or poster form using venues that are deemed appropriate by the instructor. *Prerequisite: Completion of research/internship experience (400E), as determined by the chair of the student's senior thesis committee, is required prior to the beginning of this course. Offered spring semesters.*

BI 412 Developmental Biology. (M) (WC) *One unit*. Three hours of lecture and three hours of laboratory weekly. This course examines the principles and mechanisms that govern the development of multicellular organisms. Differentiation and pattern formation, morphogenesis and organogenesis in plants and animals are explored in this course. Other topics of interest include formation of symmetry, sex determination, metamorphosis, and problems associated with development. *Prerequisites: Three foundation biology courses (213, 215, and 217). Students not majoring in Biology should have BI 219 and permission of the instructor. All students are required to have completed CH 112. Offered as needed.**

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

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

BI 492 Ecological and Evolutionary Theory. (M) *One unit.* Three hours of lecture, two hours of laboratory, and one hour of recitation/discussion weekly. Theoretical issues in ecology and evolutionary biology are discussed, including models of population growth and community interactions, behavioral ecology, population and quantitative genetics, macroevolution, and current controversies. Senior status or permission of the instructor required. *Prerequisites: BI 213, 215, 360; MA 121 strongly recommended. Offered as needed.*

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

BI 494 Undergraduate Research in Biology II. (M) *One unit*. A minimum of eight hours per week of supervised research on the same selected topic as in BI 493. A rare student has the possibility of completing the research started as BI 493 for publication consideration. The course culminates in a research paper using the format of the scientific journal selected for consideration for publication. An additional 10 references to the selected topic are required. *Students taking this course for credit may not use the research experience to meet Biology 400E requirements for the senior learning community. Permission of the instructor is required. Prerequisite: BI 493. Offered fall and spring semesters.**

BI 497G, BI 497P, or BI 497N Internship in Biology. (M) *Two or zero units*. Research or teaching experience for at least 210 hours at a research facility or in a teaching laboratory where there is supervised, hands-on involvement in daily activities. The student will maintain a log describing day-to- day activities and the times and hours worked. A final paper in which the student evaluates the work experience is required. Other possible requirements will be determined by the faculty member overseeing the student's progress. The student's on-site supervisor will complete a written evaluation of the student's performance and submit it to the faculty supervisor. Students registered for this course as BI 497G will receive a letter grade; those registered as BI 497P will be taking the course on a pass/fail basis; those registered as BI 497N will be taking the course for no credit (registration fee required). This course cannot be used to meet requirements for the Senior Thesis (BI 400) nor does it count towards completion of the requirements for the biology major. Interested students should contact the Center for Academic and Career Engagement. *Prerequisites: BI 213 and permission of the Chair or Sciences Division. Offered as needed.*

BI 593 Independent Study. *One unit.* Supervised independent research projects developed by the student, with faculty advisement. Restricted to advanced majors. *Offered fall and spring semesters. * A non-refundable laboratory fee is required.*

The following courses have been offered by the Department and may be offered again in the future.

Please consult the Department for further information.

BI 121 Human Reproductive Biology

BI 122L Human Biology Laboratory

BI 219 Gene Expression and Development

BI 291 Special Topics in Biology

BI 306 Neuroanatomy & Neurophysiology

BI 311 Genetics

BI 312 Comparative Vertebrate Anatomy

BI 316 Invertebrate Zoology

BI 319 General Botany

BI 324 Endocrinology

BI 333 Animal Physiology

BI 335 Natural History of the Mid-Atlantic States

BI 591 Special Topics in Biology

BIOPSYCHOLOGY (B.S.)

Biopsychology is an interdisciplinary area of study where the major area of interest is the relationship between physiological and psychological systems. Study focuses on the neural mechanisms of behavior and cognition, evolutionary development of the nervous system, and mechanisms of nervous system and psychiatric disorders. The biopsychology major prepares students for graduate study in biopsychology, neuropsychology, neurobiology, or related fields and for careers requiring a solid foundation in science.

Students majoring in biopsychology may not also major or minor in psychology or biology. Students may select either the SLC in the Psychology or Biological Sciences Departments based on their interest in consultation with their academic advisor. Please review the bulletin descriptions for biology and psychology for their respective senior learning communities.

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

14 units including the following required courses and electives:

BI 213, 217; NS 320; PS 101, 351, 442; BI 221 or PS 201; CH 111.

Elective courses (Select two courses from Experimental Psychology and two from Biology)

Experimental Psychology: select 2 courses.

Biology: BI 304, 323, 350, 360, 412; NS 310, 491 (if not used as a Capstone).

Note: BI 209 and 210 pair can be used as one biology elective for students interested in PT and OT.

One of the following senior-level learning communities:

BI 400 and 400E, and MCB 491, MI 491, or NS 491 (recommended for students considering medical school or graduate studies in the biological sciences or neuroscience/neurobiology) or PS 400 and PS 441 (recommended for students considering graduate studies in psychology or neuroscience with emphasis on biopsychology). *Students must make this decision in their junior year and inform the appropriate department.*

Students majoring in biopsychology may not also major or minor in psychology, neuroscience, or biology. A laboratory section must be taken as part of any course for which a laboratory section is offered. Lecture and laboratory must be taken concurrently.

Please consult the appropriate Division Chair (Sciences or Social & Behavioral Sciences) for information regarding research and internship opportunities.

Courses used to calculate the major index include all courses taken in Biology, Neuroscience and Psychology. Students may choose an academic advisor from among the psychology or biology faculty depending on academic interest. For course descriptions consult the Biological Sciences, Chemistry, and Psychology sections of this Bulletin.

HEALTH SCIENCE (B.S.)

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

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

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

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

• a basic knowledge of fundamental concepts in anatomy, physiology, microbiology, physics, social awareness and healthcare systems.

• a general knowledge of ethics in healthcare.

• a clear conceptual understanding of research in the healthcare field.

• a basic knowledge of statistical analysis.

The Senior Learning Community includes 1. a capstone course (HS 490 Advanced Topics in Health Science), prepares the health science majors to understand the healthcare industry from a local, national and global perspective, 2. the experiential component (HS 400E, HS 401E taken in sequential order).

The experiential component is a year-long internship within a field of the health sciences where students shadow practitioners in a patient care setting, and 3. the reflective tutorial (HS 491) is a course in which students work to hone their skills in interpreting and presenting scientific information and use these skills to prepare their senior thesis.

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

A minimum of 17 units with the following distribution:

Core Science/Social Science – 8 units as follows:

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

Statistical Methods – select 1 unit from the following: BI 221 or PS 201.

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

Science Electives – 2 units from the following: BI 213, BI219, BI 360, BI 323,

MI 216, MI 314, MI 503.

Social Science Electives – 2 units from the following: AN 240, AN 241, AN 252,

PH 202, PS 212, PS 252, SO 103, SO 215, SO 306, SO 320, SW 292.

Senior Learning Community – 2 units: HS 400E & HS 401E (zero units),

HE 400 (RFT), and HS 490 (Capstone).

A laboratory section must be taken as part of any course for which a laboratory section is offered. Lecture and laboratory must be taken concurrently. Courses used to calculate the major index include all courses in biology.

COURSE DESCRIPTIONS

HS 201 Introduction to Healthcare Systems. *One unit.* 3 hours of lecture weekly.

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

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

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

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

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

MICROBIOLOGY & IMMUNOLOGY, B.S.

Mission and Student Learning Goals for a Major in Microbiology and Immunology (B.S.)

The mission of the undergraduate program in microbiology and immunology within the Department of Biological Sciences at Wagner College is to provide students with a comprehensive background in the various fields of modern microbiology and immunology including microbial genetics, clinical microbiology, applied microbiology, immunology, molecular biology, and microbial physiology. Wagner is one of the few liberal arts colleges in the Northeast offering this major as an undergraduate degree. The primary goal of this major is to prepare students for graduate study and careers as microbiologists in public health, hospital, industrial, or research laboratories.

By graduation, microbiology and immunology majors should possess or have demonstrated:

• a basic knowledge of fundamental concepts in cell and molecular biology, microbial genetics, and microbial physiology.

• a basic knowledge of applied, food, and industrial microbiology.

• a clear conceptual knowledge of immunology and serology.

• a general knowledge of clinical microbiology.

• a basic knowledge of statistical analysis.

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

A minimum of 21 units with the following distribution:

Foundation requirements – 4 units of General Biology as follows:

BI 213, 215, 217, and 221.

Upper-level requirements – 2 units in General Biology/Microbiology and Immunology as follows:

BI 350 and BI 360

Major Core -- 4 units of Microbiology and Immunology as follows: MI 230, MI 314, MI512, MI521

Upper-level electives – 2 units chosen from within the division of the natural sciences as follows:

• Two 300-level or higher in Biological Sciences OR

• One 300-level or higher in Biological Sciences AND one Physical Sciences or Math

• Students wishing to complete the research intensive major should take MI 493 and 494 as their

electives.

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

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

Senior Learning Community – 2 units

MI 400E (zero units), BI400, Capstone – MI 491 A laboratory section must be taken as part of any course for which a laboratory section is offered. Lecture and laboratory must be taken concurrently. Courses used to calculate the major index include all courses in microbiology.

REQUIREMENTS FOR A MINOR IN MICROBIOLOGY

A minimum of five units at the 200-level or higher in microbiology and immunology. MI 230 is required and MI 314 and 512 are strongly recommended. Students who have completed a previous course in statistics cannot count BI 221 toward the minor. A laboratory section must be taken as part of any course for which a laboratory section is offered. Lecture and laboratory must be taken concurrently.

REQUIREMENTS FOR A COMBINED MAJOR IN MICROBIOLOGY & IMMUNOLOGY AND MINOR IN CHEMISTRY

21 units required for the major in Microbiology & Immunology, and any two additional units in Chemistry above CH 212.

GRADUATE PROGRAM

The degree of Master of Science in the field of microbiology is offered. Consult the Graduate Programs section of this bulletin or the Office of Graduate Studies for additional information. The College also offers a 5-year B.S./M.S. in Microbiology (see below). For specific graduate course descriptions, please consult the Graduate Programs section of this bulletin.

REQUIREMENTS FOR 5-YEAR B.S./M.S. PROGRAM IN MICROBIOLOGY AND

IMMUNOLOGY

Admission requirements for the undergraduate portion of the five-year program are the same as those for the four-year undergraduate microbiology and immunology major. Students must declare their intent to pursue the integrated five-year program by the end of their sophomore year. Students will be able to opt out of the integrated

five-year program and receive their B.S. degree at the end of their senior year or upon successful completion of their requirements for this degree. Those remaining in the program will receive both B.S. and M.S. degrees at the end of their 5th year or upon successful completion of the program's requirements. To proceed into the fifth year, students must have obtained a 3.0 GPA or higher in their undergraduate microbiology classes.

Requirements for Years 1-4 are the same as the above mentioned BS degree requirements.

Master's work can begin in the spring semester of the senior year for 5-year program. Students in the thesis track may register for MI 797 (2 credits) in the spring or summer prior to starting the 5th year. This is taken in addition to the requirements of the B.S. degree and counts toward the 30 credits required for the M.S. This course will culminate with a master's thesis proposal and assembled committee. It is recommended that students in the n006Fn-thesis program must register for a graduate course in the summer prior to the 5th year. Because microbiology and immunology are primarily laboratory-based sciences, a laboratory section must be taken as part of any course for which a laboratory section is offered. Lecture and laboratory must be taken concurrently.

Requirements for Year 5

Any microbiology and immunology courses 500-level or higher that were not taken as part of the B.S. degree may apply towards the M.S. degree. At least 18 credits must be in courses at the 600-level or higher. Students in the thesis track will take research courses MI 797, MI 798 in the fall and MI 799 in the spring toward their master's thesis. Students in the non-thesis track will complete an additional 6 credits of coursework.

Students in the 5-year program have four required courses: MI 611 Medical and Public Health Microbiology and MI 710 Graduate Seminar I in the fall, and MI 626 Advanced Microbial Physiology and MI 720 Graduate Seminar II in the spring, in addition to the above mentioned research courses. All other courses are determined by the student with the assistance of their advisor. All students in the five-year program must take MI 700 Comprehensive Exam.

COURSE DESCRIPTIONS

MI 109 Plagues, Outbreaks, and Biological Warfare. (M) *One unit.* Three hours of lecture weekly. This course is designed for non-science majors and meets the science distribution requirement. The course focuses on historical epidemics with emphasis on how scientists discovered, treated, and halted the spread of these illnesses and how the diseases shaped societies. Present-day epidemics are examined, and attention is given to future epidemic threats. Organisms used in biological warfare are described. No prerequisites. *Offered as needed*.

MI 200 Microbiology. (M) *One unit.* Three hours of lecture and two hours of laboratory weekly. This course is a study of microorganisms with special emphasis on those that affect the human body. The study of pathogenic organisms is introduced, including the more common tests for infectious diseases and the specific immunities by which the body is protected. Primarily for science and health science majors. Not recommended as a sole course in microbiology to meet distribution requirements. *Offered fall and spring semesters.**

MI 216 General Pathology. (M) *One unit.* Three hours of lecture and two hours of laboratory weekly. A course in the principles, techniques, and clinical significance of standard clinical laboratory procedures in hematology, clinical biochemical analyses, and immunohematology. **Prerequisite: MI 200 or MI 230. Prerequisite or co-requisite: CH 112. Offered spring semester.***

MI 230 General Microbiology. (M) *One Unit.* The primary goal of this course is to provide an introduction to the biology of clinically important microorganisms. Methods for studying and identifying microorganisms are discussed in both the laboratory and lecture sessions, and the roles of microorganisms in pathogenesis, genetics, interaction with the immune system, and metabolism are discussed. *Offered as needed.**

MI 314 Clinical Microbiology. (M) *One unit.* Three hours lecture weekly. Standard methods for the bacteriological examinations of blood, urine, sputum, spinal fluid, and other body secretions and excretions. Prerequisite: MI 200 or MI 230. Offered spring semester of odd-numbered years.

MI 397G, MI 397P, or MI 397N Internship in Microbiology. (M) *One or zero units*. Research or teaching experience for at least 105 hours in a research, clinical, industrial, or teaching setting where there is supervised, hands-on involvement in daily activities. The student will maintain a log describing day-to- day activities and the times and hours worked. A final paper in which the student evaluates the work experience is required. Other possible requirements will be determined by the faculty member overseeing the student's progress. The student's on-site supervisor will complete a written evaluation of the student's performance and submit it to the faculty supervisor. Students registered for this course as MI 397G will receive a letter grade; those registered as MI 397P will be taking the course on a pass/fail basis; those registered as MI 397N will be taking the course for no credit (registration fee required). This course cannot be used to meet requirements for the Senior Thesis (MI 400) nor does it count towards completion of the requirements for the microbiology major. Interested students should contact the Office of Academic Advisement and Accessibility (OAAA). *Prerequisites: MI 230 and permission of the Chair of the Sciences Division. Offered as needed.*

MI 400E Experiential Component in Microbiology & Immunology. (M) *Zero units.* This zero-unit course is the experiential component of the senior learning community and is linked to Senior Thesis in Biological Sciences (BI 400). It includes at least 100 hours of experiential, which must be completed prior to BI 400, as determined by the chair of the student's senior thesis committee. This experiential component serves as the basis for the research paper completed in BI 400. *Permission of Departmental Senior Learning Community Coordinator required. Offered fall, spring, and summer.**

MI 491 Advances in Microbiology & Immunology. (M) (LL) (O) (R) (WC) *One unit.* Three hours of lecture weekly. This course addresses recent advances in research and concepts within the following microbiological disciplines: molecular cell biology, microbial physiology, microbial genetics, environmental microbiology, clinical microbiology, immunology, virology, and applied microbiology. Specific lectures are provided by faculty. Each student actively participates by preparing and presenting lectures in all fields. This course is part of the senior learning community in microbiology and is normally taken during the senior year. *Prerequisites: Three foundation biology courses (213, 215, and 217). MI 230, 314, 512, and 521. Offered spring semester.*

MI 493 Undergraduate Research I. (M) *One unit.* Independent but supervised research experience averaging at least eight hours per week on a topic such as bacteriology, microbiology, virology, serology, hematology, molecular biology, or parasitology, culminating in a research paper using format of any preferred scientific journal in biology. A minimum of 10 references to the selected topic are required. Students taking this course for credit may not use the research experience to meet requirements for the Senior Thesis. May be taken once. *Prerequisites: Three units of Microbiology and BI 221; Permission of the Chair of the Sciences Division. Offered fall and spring semesters.**

MI 494 Undergraduate Research II. (M) *One unit.* This course is identical to Microbiology 493. Together with MI 493, a rare student has the possibility of completing a year of research for publication consideration or pursuing research in two different areas. *Prerequisite: MI 493. Offered as needed.**

MI 497G, MI 497P, or MI 497N Internship in Microbiology. (M) *Two or zero units.* Research, clinical, industrial, or teaching experience for at least 210 hours at a facility where there is supervised, hands-on involvement in daily activities. The student will maintain a log describing day-to-day activities and the times and hours worked. A final paper in which the student evaluates the work experience is required. Other possible requirements will be determined by the faculty member overseeing the student's progress. The student's on-site supervisor will complete a written evaluation of the student's performance and submit it to the faculty supervisor. Students registered for this course as MI 497G will receive a letter grade; those registered as MI 497P will be taking the course on a pass/fail basis; those registered as MI 497N will be taking the course for no credit (registration fee required). This course cannot be used to meet requirements for the Senior Thesis (MI 400) nor does it count towards completion of the requirements for the microbiology major. Interested students should contact the Office of Academic Advisement and Accessibility (OAAA). *Prerequisites: MI 230 and permission of the Chair of the Sciences Division. Offered as needed.*

MI 503 Epidemiology. (M) *One unit.* Three hours of lecture weekly. An intensive course in the principles and methods of epidemiology with special reference to the determination of community needs. Prerequisites: MI 230 and BI 221. Offered spring semester of even-numbered years.

MI 512 Applied, Food, and Industrial Microbiology. (M) *One unit*. Three hours of lecture and two hours of laboratory weekly. This course includes bacteriological studies of water, sewage, milk, and food. In this course emphasis will also be placed on microbiological assays, toxicology studies, and purposes and procedures involved in the standardization of antibiotics, germicides, preservatives, and disinfectants. *Prerequisites: MI 230; CH 112. Offered spring semesters.**

MI 513 Pathogenic Fungi. (M) *One unit.* Three hours of lecture and two hours of laboratory weekly. A study of the morphology, taxonomy, and phylogeny of pathogenic fungi and the pathology of mycological diseases in humans and animals. The isolation, identification, and study of fungi for purposes of classification, physiology, ecology, and genetics. *Prerequisite: MI 230. Offered fall semester of odd- numbered years.**

MI 517 Electron Microscopy. (M) (T) *One unit.* Six hours of combined lecture and laboratory weekly. The principles and use of the transmission and scanning electron microscopes are covered. Students learn the basic techniques of electron microscopic tissue processing and microphotography. Each student must prepare a final technical report including examples of their own microphotographs. Prerequisites: BI 213; CH 111, 112. Not open to students completing MI 615. Offered as required.*

MI520 Bioinformatics - (M) (TT) (R) *One unit*. Three hours of lecture weekly. Students will learn common bioinformatic concepts such as sequence similarity, gene identification, function identification, and scoring matrices. When appropriate the underlying computational algorithms of these concepts will be taught. The course will focus on the use of publicly available data and databases, and their computational applications. Previous knowledge of computational biology or computer science is not required. *Prerequisite: MI200 or MI230 or BI213 or permission of the instructor. Offered every other year in the fall.*

MI520G Bioinformatics - *One unit.* Three hours of lecture weekly. Students will learn common bioinformatic concepts such as sequence similarity, gene identification, function identification, and scoring matrices. When appropriate the underlying computational algorithms of these concepts will be taught. The course will focus on the use of publicly available data and databases, and their computational applications. Previous knowledge of computational biology or computer science is not required. *Prerequisites: a previous course in microbiology or introductory biology or permission of the instructor. Offered every other year in the fall.*

MI 521 Immunology and Serology. (M) One unit. Three hours of lecture weekly. The principles of immunology including the immune response, immunoglobulin production theories, standard serological methods, and serodiagnostic procedures. *Prerequisites: BI 360; CH 211, 212. Offered fall semester of even-numbered years.**

MI 523 Microbial Ecology. (M) (Q) (TT) *One unit.* Three hours of lecture and two hours of laboratory weekly. This course is an introduction to the ecology of microorganisms. Involvement of microorganisms in nutrient cycles is emphasized. Applications in the areas of deterioration of products and disposal of wastes are addressed. *Prerequisites: MI 230 and one additional unit of Microbiology; CH 112. Offered as required.**

MI 524 Molecular Biotechnology. (M) (L) (O) (T) *One unit.* Three hours of lecture and three hours of laboratory weekly. A course in the application of molecular knowledge to the problems of genetic engineering. A comparison between the genetic systems of prokaryotes and eukaryotes and their role in molecular genetic techniques used in the fields of molecular biology and microbiology will be explored. The development of current concepts and methods in molecular genetics as they apply to research, agriculture, industries, pharmaceutical companies and medicine will be studied. The laboratory will explore the most current techniques used in recombinant DNA technology as it relates to the course material. Prerequisite: BI 360. Offered as required.*

MI 593 Independent Study. *One unit.* Supervised independent research projects developed by the student, with faculty advisement. Restricted to advanced majors. Offered fall and spring semesters. **A non-refundable laboratory fee is required.*

The following courses have been offered by the department and may be offered again in the future. Please consult the department for further information.

MI 212 Introduction to Microbiology & Immunology

MI 400 Senior Thesis in Microbiology

MI 522 Microbial Genetics

MI 525 Microbial Physiology

MICROBIOLOGY (M.S.)

The Department of Biological Sciences of Wagner College offers a program of study leading to the degree of Master of Science in microbiology. Housed in a modern multi-million-dollar science complex, the Department of Biological Sciences includes the Electron Microscopy Center, microtomy laboratory, darkroom, tissue culture facilities, teaching and research laboratories, seminar rooms, lecture halls, and ample space for individual and group research efforts. A confocal microscope, research gas chromatograph, scanning and transmission electron microscopes, thermocyclers, electrophoresis equipment, low-speed, superspeed, and microcentrifuges, and similar complex instrumentation help comprise a modern training and research facility.

MISSION AND STUDENT LEARNING GOALS

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

By graduation, students with an M.S. degree in microbiology should possess or have demonstrated:

• a clear conceptual knowledge of microbial physiology.

• a general knowledge of medical and public health microbiology.

ADMISSION REQUIREMENTS

Applicants for admission as matriculated students for the degree of Master of Science in microbiology must have:

• the bachelor's degree from an institution of recognized standing with a major in one of the biological sciences or

in chemistry

• successfully completed an undergraduate course in microbiology and 16 credits of chemistry including one course

in organic chemistry with laboratory;

• an undergraduate course or demonstrated proficiency in statistics.

Each applicant must be advised by the director of the microbiology graduate program prior to the first registration.

PLANS OF STUDY

There are two plans of study in the department. Thesis program in which the student engages in research and completes a thesis on the study as a part of the program. Non-thesis program requiring additional coursework.

DEGREE REQUIREMENTS

For all students, a minimum of 18 credits must be earned in courses numbered above 600. Microbiology 611, and 626 are to be included in the coursework for the Master of Science degree. Microbiology 512 is required of all students who do not present a previous course in an applied area of microbiology.

THESIS TRACK

Credit Requirements

A minimum of 34 graduate credits is required, which includes six credits of thesis research.

Thesis Requirement

When a thesis problem has been identified, the candidate registers for MI 797 (two credits) and a thesis committee comprised of three members of the faculty is appointed. The chairperson of the thesis committee is primarily responsible for directing and guiding the candidate's research and writing activities. The candidate must prepare and successfully defend a thesis research proposal, which must be approved by the thesis committee. Once the proposal has been approved, the candidate may register for MI 798 (zero credits). This course culminates with a research progress report that must be presented in writing to and approved by the thesis committee and program coordinator. The candidate then registers for MI 799 (four credits), the goal of which is to prepare and defend a written thesis based on their research.

Oral Examination

A final oral examination covering the thesis and related areas is required and is generally held at least four weeks before the end of the semester during which the degree is conferred.

NON-THESIS TRACK

Credit Requirements

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

Comprehensive Examination

A final comprehensive examination is required of all candidates for the master's degree. The examination is designed to determine the candidate's achievement in the field and may not be taken prior to the term in which the student completes the course work for the Master of Science degree.

COURSE DESCRIPTIONS

MI 503 Epidemiology. *Three credits.* Three hours of lecture weekly. An intensive course in the principles and methods of epidemiology with special reference to the determination of community needs. *Prerequisites: MI 200 and a course in statistical methods. Offered spring semester of even-numbered years.*

MI 512 Applied, Food, and Industrial Microbiology. *Four credits.* Three hours of lecture and two hours of laboratory weekly. This course includes bacteriological studies of water, sewage, milk, and food. In this course emphasis will also be placed on microbiological assays, toxicology studies, and purposes and procedures involved in the standardization of antibiotics, germicides, preservatives, and disinfectants. *Prerequisites: MI 200, 221; CH 112.Offered spring semesters.*

***MI 513 Pathogenic Fungi.** *Four credits.* Three hours of lecture and two hours of laboratory weekly. A study of the morphology, taxonomy, and phylogeny of pathogenic fungi and the pathology of mycological diseases in humans and animals. The isolation, identification, and study of fungi for purposes of classification, physiology, ecology, and genetics. *Prerequisite: MI 200. Offered fall semester of odd- numbered years.*

***MI 517 Electron Microscopy.** *Four credits.* Six hours of combined lecture and laboratory weekly. The principles and use of the transmission and scanning electron microscopes are covered. Students learn the basic techniques of electron microscopic tissue processing and microphotography. Each student must prepare a final technical report including examples of their own microphotographs. *Prerequisites: MI212 or BI 213; CH 111, 112. Not open to students completing MI 615. Offered as required.*

***MI 521 Immunology and Serology.** *Four credits.* Three hours of lecture and two hours of laboratory weekly. The principles of immunology including immune response and immunoglobulin production theories, standard serological methods, and sero diagnostic procedures. *Prerequisites: MI 200; CH211,212; and 8 additional credits in biology or microbiology. This course is closed to graduate students who have taken an upper-level undergraduate or graduate immunology course. Offered fall semester ofeven-numbered years.*

***MI 522 Microbial Genetics.** *Four credits.* Three hours of lecture and three hours of laboratory weekly. The genetics of bacteria, fungi, bacteriophages, and other viruses. Particular emphasis is placed on the experimental use of microorganisms in the study of molecular events in genetics including: DNA replication, macromolecular synthesis and regulation, mutation, recombination, and DNA repair. Prerequisites: MI 200; CH 211. Closed to graduate students who have had a course in microbial genetics. *Offered spring semester of odd-numbered years.*

***MI 523 Microbial Ecology.** *Four credits.* Three hours of lecture and two hours of laboratory weekly. This course is an introduction to the ecology of microorganisms. Involvement of microorganisms in nutrient cycles is emphasized. Applications in the areas of deterioration of products and disposal of wastes are addressed. Prerequisites: MI 200 and one additional unit of Microbiology; CH 112. Offered as required.

***MI 524 Molecular Biotechnology.** *Four credits.* Three hours of lecture and three hours of laboratory weekly. A course in the application of molecular knowledge to the problems of genetic engineering. A comparison between the genetic systems of prokaryotes and eukaryotes and their role in molecular genetic techniques used in the fields of molecular biology and microbiology will be explored. The development of current concepts and methods in molecular genetics as they apply to research, agriculture, industries, pharmaceutical companies and medicine will be studied. The laboratory will explore the most current techniques used in recombinant DNA technology as it relates to the course material. Prerequisite: a previous course in genetics or microbial genetics. Offered as required.

***MI 525 Microbial Physiology.** Four credits. Three hours of lecture and two hours of laboratory weekly. Students study the structure, function and assembly of microbial cells and analyze products of their metabolism. *Prerequisites: MI 200; CH 211, 212. Offered fall semesters.*

***MI 611 Medical and Public Health Microbiology.** *Four credits.* Two hours of lecture and two hours of laboratory weekly. Medical and public health microbiology including immunology. Standard techniques for the microbiological examination of clinical specimens, including common tests for infectious disease organisms. *Prerequisites: MI 200 or equivalent, or permission of the Chair of Sciences Division. Offered fall semester. Course may be waived by division action for those students having extensive clinical microbiology background. A formal request and supporting documentation should be sent to the director of the microbiology graduate program.*

***MI 612 Pathology.** *Three credits*. Two hours and forty minutes of lecture weekly. General systemic pathology, including the study of the reaction to injury and the structural and physiological changes in diseases. The pathology of diseases due to bacteria, viruses, rickettsia, and parasites is emphasized. *Prerequisite: MI 611. Offered fall semester of odd-numbered years.*

MI 615 Electron Microscopy. *Four credits.* Six hours of combined lecture and laboratory weekly. The principles and use of the transmission and scanning electron microscopes are covered. Students learn the basic techniques of electron microscopic tissue processing and microphotography. An independent, short project must be performed and a research format paper with self-prepared illustration is required. *Prerequisite: Graduate standing*

in microbiology and permission of instructor. Students other than those in the microbiology master's program should seek permission of the Chair of Sciences Division. Not open to students completing MI 517. Offered as required.

***MI 618 Parasitology.** *Three credits.* Two hours and forty minutes of lecture weekly. This course involves the study of the morphology, taxonomy, and phylogeny of human parasites. *Prerequisite: MI611. Offered spring semester of odd-numbered years.*

MI 619 Virology. *Three credits.* Two hours and forty minutes of lecture weekly. A basic course in structure, replication, and effects of virus infection. Special attention is given to medically important viruses. The methods of identification and growth of viral agents are considered. *Prerequisite: MI 611.Offered as required.*

MI 621 Topics in Immunobiology and Immunochemistry. *Three credits.* Two hours and forty minutes of lecture weekly. This is an advanced course in current immunology. Topics include structure and function of immunoglobulins, T-cells and B-cells, characteristics of synthetic and natural antigens, and the cellular aspects and kinetics of antibody formation. Hybridoma research will also be explored. Prerequisites: MI 521, 611, or equivalent. Offered spring semester of odd-numbered years.

MI 623 Microbial Pathogenesis. Three credits. Two hours and forty minutes of lecture weekly. This course deals with the complex and multi-factorial nature of microbial disease. Emphasis will be placed on the interaction between the host and the microorganisms. Approaches and concepts from cell biology, microbiology, and immunology will be utilized in teaching the course. *Prerequisite: MI 525. Offered fall semester of even-numbered years.*

MI 626 Advanced Microbial Physiology. *Four credits.* Five hours of combined lecture and laboratory weekly. Microbial nutrition, kinetics of growth, and biosynthesis of major cell constituents and their transport and assemblage. Enzymes of terminal oxidation, synthesis, and metabolism of cellular intermediates are studied. *Prerequisite: MI 525 or equivalent. Offered spring semester of even-numbered years.*

MI 630 Cellular Microbiology. *Three credits.* This course focuses on the merge between cell biology and microbiology. Specifically, it covers how bacteria interact with eukaryotic cells during an infection. This course will cover pathogen interaction and attachment with host cell surfaces, bacterial signaling, membrane trafficking, intracellular parasitism, pathogen-cytoskeletal interactions, and the cellular response to bacterial toxins. Additionally, the use of eukaryotic systems to answer questions about pathogenic organisms will be explored. Two hours and forty minutes of lecture weekly. *Prerequisites: Microbiology 611 or equivalent. Offered spring semester of even-numbered years.*

MI 693 Independent Study in Microbiology. *One to four credits*. A course designed for advanced graduate-level inquiry. Qualified students may carry out independently arranged study of their own, chosen after advisement by Division Chair. The project may be experimental, descriptive, or analytical. *Prerequisite: Permission of the director of the microbiology graduate program and an advisor. Offered fall and spring semesters.*

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

MI 710 Graduate Seminar I. *Three credits.* Seminars covering areas of interest to the faculty and students in the graduate Microbiology program, and current developments in the broad field of microbiology (including microbial physiology, environmental microbiology, virology, pathogenicity, genetics, molecular biology, biochemistry, biotechnology, and cell culture.) *Offered fall semester.*

MI 720 Graduate Seminar II. *Three credits*. Seminars covering areas of interest to the faculty and students in the graduate Microbiology program, and current developments in the broad field of microbiology (including microbial physiology, environmental microbiology, virology, pathogenicity, genetics, molecular biology, biochemistry, biotechnology and cell culture). *Offered spring semester.*

MI 797 Research and Proposal. *Two credits.* Research work on an experimental problem in a specialty of microbiology in which the student prepares and presents a formal thesis proposal. Students must defend the proposal to all committee members. MI 797 is not open to students who have completedMI597*.Prerequisite: Permission of the director of the microbiology graduate program. Offered fall and spring semesters.*

***MI 798 Thesis Research.** *Zero credits.* Research work on an experimental problem in a specialty of microbiology in which the student carries out experimentation proposed in MI 797. *Prerequisite: MI797 or MI 597 and permission of the director of the microbiology graduate program. Offered fall and spring semesters.*

MI 799 Masters Thesis. *Four credits. Preparation and defense of the student's completed master's thesis. Formal oral defense is required. Grade is based on student's written thesis and defense presentation. Prerequisite: MI 798 and permission of the director of the microbiology graduate program. Offered fall and spring semesters.*A non-refundable laboratory fee is required.*

The following courses have been offered by the department and may be offered again in the future. Please consult the department for further information.

MI 523 Microbial Ecology.

MI 591 Special Topics in Microbiology

MI 691 Special Topics in Microbiology

MOLECULAR & CELLULAR BIOCHEMISTRY, B.S.

Mission and Student Learning Goals for a Major in Molecular & Cellular Biochemistry (B.S.) The mission of the undergraduate program in Molecular and Cellular Biochemistry (MCB) within the of Biological Sciences at Wagner College is to provide students with a comprehensive understanding of how chemical processes and molecular mechanisms impact biological systems. Students complete courses in the chemical, physical and biological sciences including cell physiology, molecular genetics, organic and biochemistry. Upper-level requirements and electives in the major provide a focused, in-depth view of specialized topics and research methodologies. Students develop the critical thinking, analytical, and technical skills necessary to be a creative, effective, and responsible scientist.

By graduation, MCB majors should possess or have demonstrated:

• A broad background in the chemical, physical and life sciences, including biology at a molecular genetics level, cell biology and physiology, and the chemical processes in living organisms.

• A basic knowledge of experimental design, laboratory research and data analysis.

• Basic information literacy and communication in the biological sciences.

• Basic critical thinking and problem-solving skills that can apply to a variety of challenges and careers

REQUIREMENTS FOR A MAJOR IN MOLECULAR AND CELLULAR BIOCHEMISTRY (B.S.)

A minimum of 21 units with the following distribution:

Foundation requirements – 4 units of Biology as follows: BI 213, 215, 217, and 221

Upper-level requirements – 2 units of Biology as follows: BI 350 and BI 360

Major Core – 4 units of Molecular & Cellular Biochemistry as follows: MCB 310, CH 517, CH 518, and MI 230 or MI 521

Upper-level electives – 2 units chosen from within the division of the natural sciences as follows:

• Two 300-level or higher in Biological Sciences OR

• One 300-level or higher in Biological Sciences AND one Physical Sciences or Math

• Students wishing to complete the research intensive major should take MCB 493 and MCB 494

as their electives

• Students planning to pursue a doctorate in molecular biology or biochemistry are encouraged to

take MA 122 and CH 311 as electives.

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

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

Senior Learning Community – 2 units

MCB 400E (zero units), BI 400, and Capstone MCB 491.

A laboratory section must be taken as part of any course for which a laboratory section is offered.

Lecture and laboratory must be taken concurrently. Courses used to calculate the major index include all courses in microbiology.

REQUIREMENTS FOR A COMBINED MAJOR IN MOLCEULAR & CELLULAR

BIOCHEMISTRY AND A MINOR IN CHEMISTRY

21 units required for the major in Molecular &; Cellular Biochemistry, including the six required Chemistry courses, and any two additional units in Chemistry above CH 212.

COURSE DESCRIPTIONSMCB 310 Cellular Signaling. (M) *One Unit.* Three hours of lecture and three hours of laboratory exercise weekly. Among the most important aspects of modern molecular biochemistry and cellular biology, cellular signaling, internal or otherwise, influences every facet of all living organisms. Students will explore the fundamental unit of life before delving into the molecular underpinnings that facilitate drive cellular behaviors including phagocytosis, autophagy, proliferation and migration, metabolism, gene expression, physiology, and death. Emphasis will be placed on signal generation and second messenger modulation while drawing examples from clinically significant case studies. *Offered as needed.*

MCB 400E Experiential Component in Molecular & Cellular Biochemistry. (M) *Zero units.* This zero-unit course is the experiential component of the senior learning community and is linked to Senior Thesis in Biological Sciences (BI 400). It includes at least 100 hours of experiential, which must be completed prior to BI 400, as determined by the chair of the student's senior thesis committee. This experiential component serves as the basis for the research paper completed in BI 400. *Permission of Departmental Senior Learning Community Coordinator required. Offered fall, spring, and summer.*

MCB 491 Advances in Molecular & Cellular Biochemistry. (M)(O)(R) *One unit. Three hours of lecture each week. This course introduces students to key concepts and advances in research in both eukaryotic and prokaryotic molecular cells. Students receive instruction on effective approaches to critically reading primary research articles and on how to give an effective journal club presentation. Students will practice and hone these skills by preparing and presenting multiple oral presentations over the course of the semester. This course is part of the senior learning community in biology, microbiology and molecular cell biology and is normally taken during the senior year. A non-refundable laboratory fee is required.*

NEUROSCIENCE, B.S.

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

The mission of the undergraduate program in neuroscience (NS) within the Department of Biological Sciences at Wagner College is to provide students with a comprehensive understanding of modern neuroscience and offer training that is applicable to laboratory, instructional and clinical careers. Interdisciplinary by nature, the neuroscience curriculum will emphasize the physical, biochemical, molecular, and physiological underpinnings of the central and peripheral nervous system.

By graduation, neuroscience majors should possess or have demonstrated:

• a basic knowledge of fundamental concepts in cell and molecular, cognitive, and anatomical neuroscience.

• an extended knowledge of signal propagation and neuronal communication.

• a clear conceptual knowledge of sensory modalities.

• a general knowledge of behavioral neuroscience.

• a basic knowledge of statistical analysis.

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

A minimum of 21 units with the following distribution

Foundation requirements – 4 units of Biology as follows: BI 213, 215, 217, and 221

Upper-level requirements – 2 units in Biology as follows: BI 350 and BI 360

Major Core – 4 units of Neuroscience as follows: NS 310, NS 320, PS 351 and PS 442

Upper-level electives – 2 units chosen from within the division of the natural sciences as follows:

• Two 300-level or higher in Biological Sciences OR

• One 300-level or higher in Biological Sciences AND one Physical Sciences or Math

• Students wishing to complete the research intensive major should take NS 493 and NS 494 as their electives.

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

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

Senior Learning Community – 2 units

NS 400E (zero units), BI 400, NS 491

A laboratory section must be taken as part of any course for which a laboratory section is offered.

Lecture and laboratory must be taken concurrently.

REQUIREMENTS FOR A COMBINED MAJOR IN NEUROSCIENCE AND A MINOR IN

CHEMISTRY

21 units required for the major in Neuroscience, and any two additional units in Chemistry above CH 212.

COURSE DESCRIPTIONS

NS 310 Cellular Neuroscience. (M) (R) (Q) (T) *One unit.* Three hours of lecture weekly. Students will explore the fundamental unit of the nervous system by examining cellular structure and function before delving into the molecular underpinnings that facilitate communication both centrally and peripherally. Emphasis will be placed on signal propagation, second messenger modulation, potentiation, neurotransmitter synthesis and axon growth, presented through the lens of historical and contemporary research while drawing examples from clinically significant case studies. *Offered fall semesters.*

NS 320 Functional Neuroanatomy. (M) (O) *One unit*. Three hours of lecture and three hours of laboratory weekly. Functional Neuroanatomy is the study of structures of the human brain, spinal cord, peripheral nerves and sensory organs of the human body with a functional perspective. This course will introduce the student to both anatomical structures and basic, principal physiological processes of the nervous system together with the organs of special senses. *Offered spring semesters.*

NS 400E Experiential Component in Neuroscience. (M) *Zero units*. This zero-unit course is the experiential component of the senior learning community and is linked to Senior Thesis in Biological Sciences (BI 400). It includes at least 100 hours of experiential, which must be completed prior to BI400, as determined by the chair

of the student's senior thesis committee. This experiential component serves as the basis for the research paper completed in BI 400. *Permission of Departmental Senior Learning Community Coordinator required. Offered fall, spring, and summer.*

NS 491 Advances in Neuroscience. (M)(O)(R) *One unit. 3 hours of lecture weekly. Comprehensive and interdisciplinary by design, this capstone course asks students to leverage the entirety of their training to discuss and predict the future of neuroscience research while emphasizing clinical application of recent therapeutic breakthroughs. Students will use their knowledge of molecular biology, biochemistry, anatomy, physics and immunology to dissect landmark studies, recent advancements, and controversial theories that shape modern neurobiological landscapes. This course is part of the senior learning community in microbiology and is normally taken during the senior year. Offered spring semesters and/or as needed. A non-refundable laboratory fee is required.*

Program Curriculum Requirements

NICOLAIS SCHOOL OF BUSINESS

Wagner College's Nicolais School of Business holds national accreditation from the Association of Collegiate Business Schools and Programs (ACBSP). It is also a member of the Association to Advance Collegiate Schools of Business (AACSB) International. The Nicolais School of Business offers the following business degree programs:

- Accounting (B.S.)
- Business Analytics (B.S.)
- Finance (B.S.)
- Management (B.S.)
- Marketing (B.S.)
- Accounting (minor)
- Business Administration (minor)
- Business Analytics (minor)
- Finance (minor)
- Marketing (minor)
- Management (minor)
- Accounting (M.S./M.B.A)
- Business Administration (M.S. /M.B.A.)
- Business Management (Certificate.)
- Sports Administration (B.A.)

● Behavioral Economics (B.A.)

● Economics (B.A.)

● Mathematical Economics (B.S.)

Business administration undergraduate majors may choose one of five majors: accounting, business analytics, finance, marketing, or management. The MBA encompasses three majors which include finance, management, and marketing. A common core curriculum for all concentrations and a capstone insure that all students will have a broad-based and practical understanding of business. Graduates of the major work in areas such as banking, brokerage firms, corporate financial management, international business, securities market operations, marketing research, advertising, sales, management, management information systems and health care in both small and large companies. New York City affords students a rich source of businesses in which to have internships. Both undergraduate and graduate programs in business administration are accredited by the Association of Collegiate Business Schools and Programs.

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

• BU 400 & BU400E Reflective Tutorial in Business including a 100-hour field-based experiential component (i.e. internship) as well as a 20-page thesis and a presentation. A senior thesis project involves applied and/or research-based learning, in a topic mutually agreed by the student and the faculty member teaching the RFT. The internship will be listed as a zero-unit class so that students can take an approved, structured internship during the summer before they take BU400. Only qualified, structured internships with supervision and assessments provided by the company will qualify, and they must be approved by the Dean of the Nicolais School of Business prior to a student taking BU400E.

• BU 401 Senior Capstone and Simulation Strategic Management is the integrating capstone course that draws from knowledge acquired over all business classes at Wagner College. The course will develop problem analysis and decision making skills in strategy and business. The class will utilize relevant method, intended to replicate an actual business experience such as simulations, group projects, consulting projects and/or cases.

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

The Accounting major prepares students for careers in public accounting, accounting within industry, and governmental accounting. Students complete a set of core business courses and a specialized set of accounting courses that prepare you for careers in various accounting fields. The major prepares you for the CPA exam however additional course work may be needed to be eligible to take the exam.

A minimum of 21 units with the following distribution:

Core requirements – 7 units distributed as follows:

AC 101, 102; FI 201; MG 201; MK 201; BU 201, 211

Cognate units – 5 units distributed as follows:

EC 101; 102; MA 108; MA118+; CS260

Major Concentration – 7 units

AC 201, 211, 401, 411, BU202, BU Elective 1, BU Elective 2

Senior Learning Community – 2 units

BU 400; BU400E BU 401.

Students majoring in Accounting must take MA118 or a higher level course to satisfy the College's General Education Mathematics requirement.

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

The Business Analytics major will provide students with opportunities to acquire analytical skills and gain exposure to analytical techniques and programming to make data-informed business decisions. This major prepares students for various data analyst roles across industries and functions. Students will understand descriptive, predictive, and prescriptive analytics and how to analyze and visualize data to make informed decisions.

A minimum of 20 units with the following distribution:

Core requirements – 7 units distributed as follows:

AC 101, 102; FI 201; MG 201; MK201; BU 201, 211

Cognate units – 5 units distributed as follows:

EC 101; 102; MA 108; MA118+;CS260

Major Concentration – 6 units

MG 411; BAN 429; BAN 430; BAN 450; one BAN elective; one BU elective

(BAN electives are MG 322, MK 401, EC 415 or FI 313)

(BU electives are any AC, FI, MG, MK or EC elective 300-level or above)

Senior Learning Community – 2 units

BU 400; BU400E BU 401.

Students majoring in Business Analytics must take MA118 or a higher level course to satisfy the College's General Education Mathematics requirement.

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

The finance major prepares students for careers in corporate financial management, investment banking, international finance, commercial bank management, financial planning and the financial services industry. Students gain technical and applied skills to prepare them for different aspects of the finance industry.

A minimum of 20 units with the following distribution:

Core requirements – 7 units distributed as follows:

AC 101, 102; FI 201;MG 201; MK 201; BU 201, 211;

Cognate units – 5 units distributed as follows:

EC 101, 102; MA 108, 118+, CS260

Major Concentration – 6 units

FI 311, Three FI electives, Two BU electives (BU electives are any AC, FI, MG, MK or EC elective 300-level or above)

Senior Learning Community – 2 units

BU 400; BU400E; BU 401.

Students majoring in Finance must take MA118 or a higher level course to satisfy the College's General Education Mathematics requirement.

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

The management major prepares students with a broad perspective of the business field. Courses span different business operations such as human resources, organizational behavior, supply chain, and entrepreneur. This major gives students an overview of how business is conducted and prepares students for a variety of careers as well as graduate business education.

A minimum of 20 units with the following distribution:

Core requirements – 7 units distributed as follows:

AC 101, 102; FI 201; MG201; MK 201; BU 201, 211

Cognate units – 5 units distributed as follows:

EC 101; 102; MA 108; MA118+; CS260

Major Concentration – 6 units

4 MG Electives; 2 BU Electives (BU electives are any AC, FI, MG, MK or EC elective 300-level or above)

Senior Learning Community – 2 units

BU 400; BU400E; BU 401.

Students majoring in Management must take MA118 or a higher level course to satisfy the College's General Education Mathematics requirement.

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

The marketing major prepares students for careers in advertising and public relations, product and brand management, marketing research and analytics, sales, and sports and entertainment marketing, as well as for graduate study in business. A minimum of 20 units with the following distribution:

Core requirements – 7 units distributed as follows:

AC 101, 102; FI 201; MG 201; MK201; BU201; BU211

Cognate units – 5 units distributed as follows:

EC 101; 102; MA 108;MA118+;CS260

Major Concentration – 6 units

MK 301; MK401; Two MK electives, Two BU electives (BU electives are any AC, FI, MG, MK or EC elective 300-level or above)

Senior Learning Community – 2 units

BU 400; BU400E; BU 401.

Students majoring in Marketing must take MA118 or a higher level course to satisfy the College's General Education Mathematics requirement.

SPORTS ADMINISTRATION (B.A.)

The B.A. in Sports Administration incorporates curriculum in the arts and sciences with courses in the field of sports administration, government/politics, sociology, and film providing students with the tools to pursue careers and graduate study in sports administration and public policy. The Sports Administration major has a unique emphasis on non-profit organizations, which prepares individuals for entry-level positions of management and service in a variety of sports organizations in the public and private sectors. Courses in the major include curriculum in public policy, nonprofit management, and sport marketing, as well as courses that examine the social and cultural aspects of sports. Experiential learning is also be emphasized through hands-on experience, integrated into the courses and required internship components. The major culminates in a Senior Learning Community that consists of a reflective tutorial and senior seminar that provide practical knowledge through field placement, reflection through weekly seminars and sport professional mentorship.

MINORS

The College offers minors in Accounting, Business Administration, Finance, Marketing, and Management.

REQUIREMENTS FOR A MINOR IN ACCOUNTING

• Six units distributed as follows:

AC 101, 102, 201, 211; EC 101 or 102; BU 201.

REQUIREMENTS FOR A MINOR IN BUSINESS ADMINISTRATION (THIS MINOR IS ONLY FOR STUDENTS NOT MAJORING IN BUSINESS)

• Six units distributed as follows:

AC 101, EC 101 or 102; BU 201; MG 201, FI 201, MK 201

REQUIREMENTS FOR A MINOR IN FINANCE

• Six units distributed as follows:

AC 101; EC 101 or 102; FI 201, FI 311; and any 2 “FI” designated course or an internship at a financial firm (only a 1 unit internship will be permitted).

REQUIREMENTS FOR A MINOR IN MANAGEMENT

• Six units distributed as follows:

AC 101; EC 101 or 102; MG 201; two units in Management numbered 202 and above; and one business elective at the 200 level or above (including internships).

REMENTS FOR A MINOR IN MARKETING

• Six units distributed as follows:

AC 101; EC 101 or 102; MK 201, MK 311; and any 2 “MK” designated course or an internship at an Advertising or Marketing firm (only a 1 unit internship will be permitted).

GRADUATE PROGRAMS

The degrees of Master of Business Administration (M.B.A.) and Master of Science (M.S.) in accounting is offered. A certificate in Business Management is also offered. Consult the Graduate Programs section of this bulletin or the Office of Graduate Studies for further information.

COURSE DESCRIPTIONS BUSINESS ADMINISTRATION—GENERAL

BA429 Introduction to Business Analytics. *One unit.* This course is an introduction to the concepts and applications of business analytics and provides students with an analytical toolkit that enables them to address data-driven business problems. The course will include case studies and hands-on approaches to demonstrate the analytics concepts and techniques used in the business world. Leading business analytics tools: R and R Studio will be taught. *Prerequisites: CS 260, MA 108. Offered fall semester.*

BA430 Advanced Business Analytics. *One unit.* This course provides students with an in-depth coverage of the core set of data mining and predictive analysis concepts required for today's analytics professionals**.** Primary topics covered in this course include data preparation, data mining process, predictive modeling, and pattern discovery. The course teaches popular statistics and data mining open**-**source software R and R Studio. *Prerequisites: CS 260, MA 108, BA 429. Offered fall semester.*

BA450 Business Analytic Strategy. *One unit.* In this course students will apply advanced statistical techniques and tools central to the analysis of structured data used in business decision making. Through applied research projects, students will learn how to make strategic data- driven decisions using various analytical tools. Data visualization and predictive analysis will also be emphasized. *Prerequisites: BA 429, BA 430 Offered fall semester.*

BU 150 SURVEY of Accounting. *One unit.* This course will provide a working knowledge of financial statements, the accounting process and budgeting for non-business majors seeking to understand how accounting is used in running business operations, as well as to know how accounting and accounting reports are used by investors and other business stakeholders in their decision-making process. *The course is for Non-Business majors. This course will not meet the Nicolais School of Business requirements for Business majors or minor in Accounting, Finance, Marketing or Management.*

BU 201 Business Law I. *One unit.* An introduction to the history of law and the American legal system is presented along with a discussion of the law of torts, court practice and contracts, agency, partnerships, and corporations. Problem solving is learned through the analysis of case studies. A mock trial will be conducted which will emphasize human behavior and verbal and written communication. Ethical issues will also be addressed. Aesthetically, films will be shown which speak to the respective legal issues. *Sophomore standing is required. Offered fall and spring semesters.*

BU 202 Business Law II. *One unit.* The course will deal with commercial law, employment law, and property law. Commercial law topics will be comprised of the UCC, sales contracts, warranties, commercial paper and secured transactions. Employment law topics will speak to selection, termination and discrimination. Property law topics will include real estate transactions, landlord and tenant relations, mortgages, forms of ownership, insurance, bailments, bankruptcy, wills, and trusts. A mock trial will be conducted which will emphasize human behavior and verbal and written communication. Ethical issues will also be addressed. Aesthetically, films will be shown which speak to the respective legal issues. *Sophomore standing is required. Offered fall and spring semesters.*

BU 211 International Business. (U) (WC) *One unit.* A survey of various environmental, operational and strategic issues facing managers and their organizations operating across national borders is studied. The course examines how economic, political, and cultural factors affect the management of international businesses. Topics include: trade issues; international monetary system; political risk management; international strategy; international financial, marketing, and human resource management. *Prerequisites: EC 101or 102. Offered fall and spring semesters.*

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

BU 397 Internship. *One unit.* A faculty-supervised, part-time, practical work experience in one of the fields of concentration in the Nicolais School of Business. Students will submit written reports of accomplishments and performance on job training, and an assessment of the job itself. Prerequisites: 8units of coursework with a GPA of at least 2.75. *Junior standing and permission of the dean or their delegate is required. Offered fall as needed.*

BU 400 & BU 400E Reflective Tutorial in Business including a 100-hour field-based experiential component (i.e. internship) as well as a 20-page thesis and a presentation. A senior thesis project involves applied and/or research-based learning, in a topic mutually agreed by the student and the faculty member teaching the RFT. The internship will be listed as a zero-unit class so that students can take an approved, structured internship during

the summer before they take BU400. Only qualified, structured internships with supervision and assessments provided by the company will qualify, and they must be approved by the Dean of the Nicolais School of Business prior to a student taking BU400E.

BU 401 Strategic Management. *One unit*. A study of the establishment of organizational objectives and the implementation of strategies and policies to achieve these goals and to meet changing conditions. The course will develop problem analysis and decision making skills in strategy and business. Student will use relevant methods such as case studies, simulations and real – work project consulting projects to better understand how the different areas of business are integrated. Various decision-making techniques are analyzed in the areas. The functions, skills, and leadership roles at different levels of the organization are examined. *Senior standing is required. Prerequisites: MG 201; MK 201; FI201. Offered fall and spring semesters.*

BU 591 Special Topics in Business Administration. *One unit.* The course includes a discussion and analysis of problems and topics not covered in regular coursework. The specific content of the course is flexible in response to student and divisional interests. *Enrollment requires junior or senior status in the major and fulfillment of such prerequisites as are established by the Nicolais School of Business and the instructor. Offered as required. Students should consult the dean or their delegate.*

BU 593 Independent Study. *One unit.* Supervised independent research projects developed by the student, with faculty advisement. Restricted to advanced majors. *Offered fall and spring semesters.*

COMPUTER BUSINESS COURSES

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

ACCOUNTING

AC 101 Financial Accounting I. *One unit.* An elementary course in accounting. Development of the fundamentals of accounting, mastering elementary accounting equations, journalizing, posting, taking trial balances, closing entries, work sheets, financial statements, accruals, deferred items, reversals, special journals, columnar books, controlling accounts, and business papers. *Concurrent requisite: CS260.Offered fall and spring semesters.*

AC 102 Financial Accounting II. (Q) *One unit.* Topics to be covered include depreciation methods for plant and equipment, current and long-term liabilities, payroll accounting, partnerships and corporations, installment notes payable, bonds, and the statement of cash flows. Taxes will be discussed to the extent applicable. *Prerequisite: AC 101. Offered fall and spring semesters.*

AC 201 Managerial Accounting. (Q) (T) *One unit.* A course dealing with the fundamentals of management accounting. Attention is given to job order, process, and standard cost procedures; cost volume profit analysis, budgeting and standard costs. Ample problem work is assigned to supplement lectures and textbook study in order to aid the manager with respect to pricing and product strategies. *Prerequisite: AC 101. Offered spring semester.*

AC 211 Intermediate Accounting I. (Q) (T) *One unit*. This course covers financial accounting, basic theory, and the recognition and measurement of current and long-term assets for corporations. It includes a review of the accounting process, analysis of the four basic financial statements, the time value of money, and various valuations (along with depreciation and depletion). *Prerequisites: AC 101, 102. Offered fall semester.*

AC 320 Intermediate Accounting II. (Q) (T) *One Unit*. This second course in financial accounting continues the in-depth analysis of the measurement and reporting requirements under generally accepted accounting principles necessary for the preparation of the balance sheet, income statement, and statement of cash flows. The effect of accounting for incomes taxes, pensions, leases, stockholders equity, and accounting changes on financial statements are examined. Earnings per share, accounting for changing prices, segmental information, and analytical review of financial statements are also covered. *Prerequisites: AC 211. Offered spring semester.*

AC 401 Assurance and Audit. *One unit.* A study of the application of auditing principles and procedures, designed primarily for students who may enter public or private practice. Students are required to complete all phases of an independent audit, including a long-form report. Relationships with clients and associates, ethics of the profession, and related topics are discussed. *Prerequisites: AC 101, 102, 211. Offered spring semester.*

AC 411 Individual Federal Taxation. *One unit.* This course is designed to provide a basic working knowledge of the Internal Revenue Code with regard to individual, partnership, corporation, and fiduciary income taxes. *Prerequisites: AC 101, 102 and either AC 201 or AC 211. Offered fall semester.*

AC 420 Advanced Accounting. (Q) (T) *One unit*. A study of accounting for business combinations consolidated financial statement, foreign currency translation, international accounting, segment reporting, governmental accounting, not-for-profit accounting and partnership accounting. The course will include a research project using and electronic database of authoritative generally accepted accounting principles. *Prerequisites: AC 211, AC 320. Offered fall semester.*

FINANCE

FI 201 Principles of Finance (Business Core). (T) (WC) *One unit.* The basic tools and methods of financial analysis and decision-making are introduced to all business majors. A general study of financial management to include time value of money, measurement of risk and return, analysis of financial statements, and capital structure. Excel and relevant software will be used extensively in the course and students will be introduced to relevant topics such as present/future value, annuity valuation, stock and bond valuation and financial ratio analysis. All subsequent courses in finance built upon this base; the course serves as a prerequisite to all additional courses in the finance program. *Prerequisites: EC 101 or102; AC 101. AC 102 recommended. Offered fall and spring semesters.*

FI 311 Corporate Finance (Finance Concentration Requirement). (WC) *One unit.* Financial analysis, techniques and principles are applied to corporate planning and control. Topics include: capital budgeting, valuation, determination of cost and capital, risk/return tradeoff and profitability. Relevant financial software and excel functions utilized in all aspects of corporate planning and control. *Prerequisites: FI201. AC 102 recommended. Offered fall semester.*

FI 313 Investments. (L) (Finance Concentration Requirement) *One unit.* A fundamental introduction to the markets for securities and investments of stocks, bonds, mutual funds, derivatives and other marketable securities; an analysis of investment risk and the efficient market hypothesis will also be covered. Topics include investment objectives, determinants of investment value, investment choices, valuation of securities and personal investment administration. The course will utilize Excel for developing investments modeling such as asset pricing and valuation, company analysis, differentiating between a security's systematic and unsystematic portion of risk and bond valuations. *Prerequisites: FI201 and MA 108. Offered in fall and spring semesters.*

FI 411 International Finance and Currency Markets. (U) *One unit.* A global approach to financial management. Topics include: financial structure in global markets, managing exchange rate risks and hedging with cash derivatives; international capital budgeting; and international arbitrage and parity. Financial calculator and Excel functions utilized in all facets of international corporate finance decision-making. *Prerequisites: FI 201; BU 211. Offered spring semester.*

FI 412 Portfolio Theory. (Q) (T) *One unit.* A fundamental approach to the development and techniques of modern portfolio theory. Topics include options, commodities, mutual funds, capital asset pricing model, risk, diversification, and portfolio management. This course will provide students with a strong understanding of the key concepts in portfolio theory, the importance of risk and return, diversification, portfolio performance evaluation and benchmarking strategies, the Capital Asset Pricing Model and Beta Techniques include utilization of Excel in development portfolio measurements such as the Sharpe Ratio, weighted-average returns, Value At Risk, and estimating the Minimum Variance Portfolio, Capital and Security Market Lines. *Prerequisite: FI 313. Offered spring semester.*

FI 413 Financial Markets and Institutions. *One unit.* Analyze financial institutions with particular emphasis on commercial and central banking. Examine the role of financial markets and institutions in the economy, and the effects of the Federal Reserve's monetary and regulatory policies. The course focuses on the workings of various financial markets and how financial institutions and other users interact with financial markets. Topics include interest rates, money and capital markets, innovations in capital markets, and credit risk and asset and liability management in the context of financial regulation. *Prerequisite: FI 201.Offered in fall semester of odd-numbered years.*

FI 414 Working Capital Management. *One unit*. Exposure to corporate decisions in restructuring and managing working capital and assessing the risks and returns of corporate decisions. Topics include management of short-term assets and liabilities, financial statement analysis, planning, budgeting, and bankruptcy. Financial calculator and Excel functions utilized in all facets of working capital decision-making. *Prerequisite: FI 201. Offered in spring semester of even-numbered years.*

MANAGEMENT

MG 201 Principles of Management. *One unit.* This course introduces students to various perspectives of management theory and practice. Managerial functions, activities, and behaviors are examined. Specific topics include: leadership, motivation, planning, production management, decision making, organizing, communication, and management ethics. This course includes a required, weekly 1 1⁄2 hour laboratory section where students will apply management principles in running a simulated business enterprise. *Prerequisites: EC 101 or 102; AC 101, MA 108. Offered fall and spring semesters.*

MG 301 Organizational Behavior. *One unit***.** A study of organizational behavior as it pertains to interpersonal relations and group dynamics. Topics include: organizational structure and development, communication, motivation, and evaluation. Prerequisite: MG 201. Offered fall semester.

MG 311 Strategic Human Resource Management. (U) One unit. This course examines the new and expanded role of the human resource function in organizations. The impact of workforce diversity will be emphasized throughout the course, as well as how human resources are linked with organizational strategy. Specific topics include: recruitment, selection, training and development, and compensation. *Prerequisite: MG 201.Offered fall semester.*

MG 313 Entrepreneurship. (C) (U) (WC) *One unit.* Course focuses on a variety of issues related to entrepreneurs: problems and opportunities in getting new business started including sources of capital and how new products and services are developed; how entrepreneurs help the overall economy; personality traits and characteristics associated with entrepreneurs; why entrepreneurs often fail; analysis of great entrepreneurs. *Prerequisite: MG 201. Offered spring semester.*

MG 322 Supply Chain Management. (Q) (WC) *One unit.* To provide students with the perspective of management through the channels of distribution, including the manufacturer to the wholesaler and the wholesaler to the retailer. Specific relevant topics will include the internet as a distribution channel, and supplying to industries (including manufacturers), the government and non-profit organizations. Supply chain management of international distribution will also be discussed. This class will also explore the unique challenges of distribution for the retailer. Prerequisite: MG201; MA108 Statistics for Business. Offered spring semester.

MG 333 Managing Diversity in the Workplace. (U) *One unit.* Course examines various diversity issues facing organizations, including cultural, gender and race, and how management has responded. The effects of globalization and demographic and legal changes have resulted in a greater awareness of diversity issues facing organizations. Various management skills, training programs, and global business perspectives in dealing with diversity will be explored. *Offered fall semester.*

MG 411 Data Management and Visualization. (T) *One unit*. This course is designed to teach students the principles and practices of organizing, storing, retrieving, and visualizing data effectively. The course typically covers the use of software tools such as SQL (Structured Query Language) for managing and querying databases and Visualization tools for creating interactive and insightful data visualizations. Students will learn how to perform data management and create compelling visual representations to support informed decision-making and data-driven insights. P*rerequisites: CS 260, MA 108. Sophomore standing. Offered in fall semesters.*

MG 421 Global Management. (U) (WC) *One unit*. The roles of the organization and the manager are examined in a global context. The impact that culture has on managerial behavior and practices is emphasized throughout the course. Traditional management topics such as strategy, leadership, motivation, and human resources will be studied across different cultures. *Prerequisites: MG 201; BU211. Offered in spring semester of even-numbered years.*

MARKETING

MK 201 Principles of Marketing. (C) *One unit*. A survey of marketing from both a functional and institutional approach. Topics include consumer and industrial markets, channels of distribution, product life cycle, marketing research, advertising, franchising, market analysis, physical distribution, marketing legislation, pricing policies and practices. *Prerequisites: EC 101 or 102; AC 101. Offered fall and spring semesters.*

MK 301 Consumer Behavior. (O) *One unit*. Consumer behavior is at the core of understanding contemporary marketing, for both Business-to-Consumer and Business-to-Business organizations. This course represents a study of theories related to consumer behavior, including understanding consumer desires/needs/attitudes/beliefs, and cultural, family, and reference-group influences. Models are discussed. *Prerequisite: MK 201. Offered fall and spring semesters.*

MK 310 Sales Decision Making. *One unit.* A study of the sales role in our society. The course will examine what sales people do, how to sell, how to deal with customers, and those factors that impact customers. Emphasis will also be on training, hiring, selection, motivation and morale, evaluation and performance measures, and the sales manager's role. *Prerequisite: MK 201. Offered in fall semester of even-numbered years.*

MK 311 Integrated Marketing Communications. (C) *One unit.* A study of various aspects of advertising which pertain to individual and group behavior in the buying process. Topics include messages and media as related to promotion, personal selling, publicity and public relations. *Prerequisite: MK 201. Offered fall semesters.*

MK 320 Retailing and Wholesaling. *One unit.* To provide students with the perspective of marketing through the channels of distribution, including the Manufacturer to the Wholesaler and the Wholesaler to the Retailer. Specific relevant topics will include the internet as a distribution channel, and marketing to industries (including manufacturers), the government and non-profit organizations. Supply chain management of international distribution will also be discussed. This course will also explore the unique challenges of marketing for the Retailer. *Prerequisite: MK 201. Offered in fall semester of odd-numbered years.*

MK 324 Digital Marketing. *One unit*. This course provides students with the strategic view about the digital world. Students will learn how to deal with data on customers, products, and interactions. The content is delivered with the combination of hands-on exercise, case discussions and term projects. *Prerequisite: MK 201.Offered in spring semesters.*

MK 401 Marketing Research. *One unit.* An introductory course in marketing research procedures. Topics include: sources and methods of collecting data, descriptive statistical analyses, data interpretation, and reporting findings. Relevant statistical tools and software will be used to analyze data. *Prerequisite: MK 201, MA 108. Offered in fall and spring semesters.*

MK 411 Global Marketing. *One unit.* An analysis of the marketing function across national borders is stressed with special attention to the impact of economic, political, legal, and cultural factors on marketing activities. Factors that influence standardization and adaptation of marketing are considered. Concepts are illustrated through liberal use of cases. *Prerequisites: BU 211; MK 201. Offered in fall semester of even- numbered years.*

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

ACCOUNTING (M.S. /M.B.A.) FIVE-YEAR PROGRAM IN ACCOUNTING

The graduate program in accounting is part of a five-year program in accounting. The graduate degree Is a 30 credit Master of Science. At the undergraduate level students major in business administration with a concentration in accounting. The requirements for the undergraduate major can be found in the Undergraduate Bulletin. In the fifth- year students must complete the following requirements for their graduate degree in accounting: AC 608, 609, 610, 611, 613, 614, 615; 797, BU 614, and plus one finance elective. The graduate program in accounting is part of a five-year program in accounting. The graduate degree is a 30 credit Master of Science. At the undergraduate level students major in business administration with a concentration in accounting. The requirements for the undergraduate major can be found in the Undergraduate Bulletin. In the fifth- year students must complete the following requirements for their graduate degree in accounting: AC 608, 609, 610, 611, 613, 614, 615; 797, BU 614, and plus one finance elective. The Business Administration Department offers a MBA in Accounting for students who have completed an MS in Accounting at Wagner. The additional completion of 18 credits will result in awarding of an MBA in Accounting. See additional information below the course descriptions.

ADMISSION REQUIREMENTS

The prerequisite for the M.S. degree in accounting is the completion of a B.S. degree in business administration with a concentration in accounting from Wagner College or the equivalent from another institution. Equivalency should be evaluated by the program director of the master’s program in accounting in consultation with the Registrar.

ADMISSION STATEMENT OF POLICY

The following materials must be submitted for review of an application:

1. A Bachelor’s degree or the equivalent is the minimum requirement for admission to the M.S. Program. Transcripts of academic records from all undergraduate, graduate, and professional schools attended.

2. Two reference forms completed by appropriate recommenders. Applicants who are college students or who have less than one year of business experience should submit a letter of reference from a professor and a summer employer, if possible. Those with more than one year of business experience should have current supervisors submit letters.

3. Candidates will be judged based on the undergraduate G.P.A., work experience, GMAT score, letters of recommendation, and personal statement.

Note: A score on the Graduate Management Admissions Test (GMAT) may be required. This examination is conducted by the Educational Testing Service four times a year-in October, January, March, and June-and is given at numerous centers throughout the United States and abroad. For further details, applicants should address inquiries to the Graduate Management Admissions Test, Educational Testing Service, P.O. Box 6103, Princeton, New Jersey 08541-6103.It is strongly recommended that applicants take the GMAT no later than: January, for the May term; March, for the September term; October, for the January term. If a later test date is chosen, it is possible that the test scores will arrive too late to allow consideration ofthe applicant for the desired term.

PROGRAMS OF STUDY

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

AC 608 CPA Theory and Practice

AC 609 CPA Theory and Practice II

AC 610 Advanced Auditing

AC 611 Advanced Accounting

AC 613 International Accounting

AC 614 Governmental and Not for Profit Accounting

AC 615 Advanced Federal Taxation

AC 797 Accounting Research

BU 614 Statistical Analysis of Global Economic and Business Data

FI Elective

MBA PROGRAMS IN ACCOUNTING

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

Required courses for the MBA in Accounting are:

BU 627 Employment Law & Global Business Ethics

BU 617 Economics for Managers

BU 625 Communicating Leadership

BU 652 Strategic Management

BU 629 Competitive Business Analytics

BU 669 Strategic Leadership

MBA in Accounting

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

Tier 1

BU 614 Statistical Analysis of Global Economic and Business Data (Fall, Spring)

BU 617 Economics for Managers (Fall, Spring)

AC 619 Financial and Managerial Accounting (Fall, Spring)

FI 620 Managerial Finance (Spring)

BU 625 Communicating Leadership

Tier 2

AC 608 CPA Theory and Practice (Fall)

AC609 CPA Theory and Practice II (Spring)

AC 610 Advanced Auditing (Spring)

AC 614 Governmental and Not for Profit Accounting (Fall)

AC 615 Advanced Federal Taxation (Spring)

AC 616 Individual Taxes (Fall)

AC 617 Introduction to Auditing (Fall)

AC 611 Advanced Accounting (Fall)

AC 613 International Accounting (Spring)

AC797 Accounting Research (Summer, Fall)

Tier 3

BU 629- Competitive Business Analytics (Fall, Spring)

BU 670- Strategic Management and Leadership (Fall, Spring)

COURSE DESCRIPTIONS

AC 608 CPA Theory and Practice I. *Three Credits.* This course deals with specific topics in financial accounting along with their related accounting theory and FASB pronouncements. The individual topics to be covered include and accounting overview and the detailed accounting treatment of cash, marketable securities, accounts receivable, inventory, property, plant and equipment, intangibles, research and development costs, bonds, liabilities and leases. *Offered fall semester.*

AC 609 CPA Theory and Practice II. *Three Credits.* This course deals with specific topics in financial accounting along with their related accounting theory and FASB pronouncements. The individual topics to be covered include the detailed accounting treatment post-employment benefits, owner's equity, reporting the results of operations, reporting on special areas, accounting for income taxes, statement of cash flows, financial statement analysis, foreign operations and consolidated financial statements. *Offered spring semester.*

AC 610 Advanced Auditing. *Three Credits.* Auditing standards and supporting theory. Application of techniques including statistical sampling. Legal liability of the auditor in securities regulation and auditing in a computerized environment. *Offered spring semester.*

AC 611 Advanced Accounting. *Three Credits.* Advanced study of the fundamental concepts, conventions, and assumptions underlying accounting theory and practice. Topics include consolidations, partnership liquidations, branch and foreign exchange accounting, installment accounting, percentage-of-completion methods, and inventory valuation methods. *Offered fall semester.*

AC 613 International Accounting. *Three Credits.* Study of the measurement of profit and loss from international business operations of a multinational enterprise. The impact on financial position of changes in foreign exchange rates, and transactions with foreign currencies, foreign branches, foreign subsidiaries, and forward exchange contracts. Different accounting procedures underlying the preparation of financial statements in different countries are highlighted. *Offered fall semester.*

AC 614 Governmental and Not for Profit Accounting. *Three Credits.* Examines the accounting principles and reporting practices of governmental units and not-for-profit institutions, including colleges and universities, health care organizations, and voluntary health and welfare organizations. *Offered fall semester.*

AC 615 Advanced Federal Taxes. *Three Credits.* Advanced topics in corporate taxation, including sources of tax precedents, tax information, and research in court cases. The tax implications associated with investments, such as real estate and securities, will be studied. Tax cases, rulings, and other developments are analyzed for their significance. *Offered spring semester.*

AC 616 Individual Federal Taxation. *Three Credits.* This course is designed to provide a basic working knowledge and a comprehensive understanding of the Internal Revenue Code with regard to individual income taxes. *Offered fall semester.*

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

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

AC 797 Accounting Research. Three Credits. This is a capstone course that will include critical examination of accounting concepts and standards that include methods of fact finding and research tools, as well as an overview of APA manual requirements for documented research activities. The course requirement is the completion of an independent research topic relating to accounting with a minimum length of 35 pages. *Offered spring semester.*

FI Elective — three credits required. See the MBA page for course descriptions of electives.

BU 617 Economics for Managers. *Three credits.* This course provides the economic analysis and applications necessary for managerial decision making. Topics include: demand, supply and elasticity, estimating demand functions, the fundamentals of macroeconomics and forecasting, the analysis of production, cost and technology, and market structure and strategic planning. Relies heavily on case analysis. *Offered fall/spring semesters.*

AC 619 Financial and Managerial Accounting. *Three credits.* Covers basic accounting theory and practice with special emphasis on the concepts of understanding income determination, cash flow, and the managerial uses of accounting information. Topics include: transaction analysis, revenue and expense recognition, accounting for merchandising and manufacturing and cost operations, depreciation, inventories, statement preparation and analysis, stockholders' equity transactions, fund statement, capital budgeting, and special analysis for management. *This course is a pre-requisite to FI 620. Offered fall/spring semesters.*

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

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

BU 629 Business Analytics. *Three credits.* The purpose of this course is to provide the most up-to- date analytic skills used in our contemporary hyper-connected, worldwide workplace. Students will learn how to use business analytics to analyze data, to use those analyses to aid in making real world decisions and to use this program as a presentation tool. Students will be introduced to relevant analytical tools and software. Descriptive, predictive, and prescriptive methods will be covered in this course. *Offered fall and spring semesters.*

BU 670 Strategic Management. *Three credits.* Examines the development and implementation of long-term strategic plans designed to give the organization a competitive advantage. Investigates how industry structure and dynamics impact strategy development and looks at how core competencies are developed. Relevant methods such as cases, simulations, experiential learning, and consulting projects will be used to help students develop a broad understanding of how all business disciplines tie together in order to help managers make strategic decisions. *Offered fall and spring semesters.*

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

ACCREDITATION

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

Prerequisites

All incoming students must demonstrate proficiency in computers, mathematics, accounting, and statistics. All pre-admission requirements must be completed by the start of the MBA program. Students will demonstrate proficiency in statistics, excel, and accounting using modules provided by the program.

M.B.A. ADMISSION STATEMENT OF POLICY

The following materials must be submitted for review of an application:

1. A Bachelor’s degree or the equivalent from a regionally accredited school, is the minimum requirement for admission to the M.B.A. Program. Transcripts of academic records from all undergraduate, graduate, and professional schools attended.

2. A score on the Graduate Management Admissions Test (GMAT) is optional and at the discretion of the applicant.

3. Two reference letters completed by appropriate recommenders. Applicants who are college students or who have less than one year of business experience should submit a letter of reference from a professor and a summer employer, if possible. Those with more than one year of business experience should have current supervisors submit letters.

4. Candidates will be judged on the basis of the undergraduate G.P.A., work experience, GMAT score(optional), letters of recommendation, and personal statement.

5. Transfer of Credit: The approval of the dean or their delegate is required for all transfer credits. The total number of credits accepted from accredited graduate schools will be three courses or 9 credits.

Students transferring from other M.B.A. accredited institutions must meet the same admissions criteria. Students wishing to take courses at another M.B.A. accredited college for transfer to their graduate record at Wagner College should obtain written approval from the Director of M.B.A. programs before registering for such course. Only courses with a grade of B or higher will be considered and evaluated individually for transfer applicability. No upper-level undergraduate courses taken as part of an undergraduate program may be transferred into the M.B.A. programs.6. Personal Interview: An interview with the dean or their delegate may be requested if it is deemed to be a determinant for admission.

DEGREE REQUIREMENTS

DEGREE OF MASTER OF BUSINESS ADMINISTRATION

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

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

Dramatically redesigned MBA to reflect dynamic economic/business globalization and integration. Program will consist of 33 credits that may be completed in 15-22 months. A second major may be pursued either consecutively or concurrently with completion of the nine credits(three courses) of the second major. Completion of the first major must be within 6 years and the second would need to be completed within 5 years of the matriculation of the first major.

PROGRAM OF STUDY

Core Curriculum (24 credits)*

AC 619 Financial and Managerial Accounting

BU 614 Statistical Analysis of Global Economic and Business Data

BU 617 Economics for Managers

BU 625 Ethical Leadership

BU 625L Communicating Leadership Lab (co-requisite BU 625)

BU 629 Business Analytics

BU 670 Strategic Management

FI 620 Managerial Finance

MK 646 Marketing Management

Major Concentrations

Management (9 credits)

MG 618 Total Quality Management in the Global Theater

MG 621 Management Decision-making and Negotiation

MG 622 Human Resources and Global Behavior Marketing (9 credits)

MK 606 Global Marketing

MK 641 Applied Marketing Research

MK 643 Consumer Behavior

Finance (9 credits) – either FI 641 or FI 605

FI 605 Investment/Portfolio Management

FI 606 Financial/Investment Risk Modeling

FI 607 International Corporate Finance

FI 641 Financial Statement Analysis

CORE CURRICULUM (24 CREDITS)

COURSES MAY BE ROTATED IN FALL/SPRING/SUMMER

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

BU 617 Economics for Managers. *Three credits.* This course provides the economic analysis and applications necessary for managerial decision making. Topics include: demand, supply and elasticity, estimating demand functions, the fundamentals of macroeconomics and forecasting, the analysis of production, cost and technology, and market structure and strategic planning. Relies heavily on case analysis. *Offered fall semester and summer as needed.*

AC 619 Financial and Managerial Accounting. *Three credits.* Covers basic accounting theory and practice with special emphasis on the concepts of understanding income determination, cash flow, and the managerial uses of accounting information. Topics include: transaction analysis, revenue and expense recognition, accounting for merchandising and manufacturing and cost operations, depreciation, inventories, statement preparation and analysis, stockholders' equity transactions, fund statement, capital budgeting, and special analysis for management. *This course is a pre-requisite to FI 620. Offered fall and spring semesters.*

BU 625 Ethical Leadership. *Three credits.* Designed to prepare business leaders for the management challenges inherent in the global economy, while in a team setting. Business Ethics topics include: migration, privatization of natural resources including water, alternative energy, global warming, free trade agreements etc. Within the fabric of the course the following will also be examined: race, sex, ethnicity, disability, religious and age discrimination and harassment, drug testing, background checks, workplace violence, minimum wage, collective

bargaining. In total the entire spectrum of management leadership in a dynamic setting is investigated. The course mandates a high level of oral presentation skills, written skills, and graphic skills readily transferrable to the professional stage. *Offered fall and spring semesters.*

BU 625 Lab. *Zero credits.* Must be taken concurrently with BU 625. *Offered fall and spring semesters*

BU 629 Business Analytics. *Three credits.* The purpose of this course is to provide students with the most up-to- date analytic skills used in our contemporary hyper-connected, worldwide workplace. Students will learn how to use business analytics to analyze data, to use those analyses to aid in making real world decisions and to use this program as a presentation tool. Students will be introduced to relevant analytical tools and software. Descriptive, predictive, and prescriptive methods will be covered in this course. *Offered fall and spring semesters.*

BU 670 Strategic Management. *Three credits.* Examines the development and implementation of long-term strategic plans designed to give the organization a competitive advantage. Investigates how industry structure and dynamics impact strategy development and looks at how core competencies are developed. Relevant methods such as cases, simulations, experiential learning, and consulting projects will be used to help students develop a broad understanding of how all business disciplines tie together in order to help managers make strategic decisions. *Offered fall and spring semesters.*

FI 620 Managerial Finance. *Three credits.* The study of financial techniques designed to maximize the value of the corporation. Topics include: capital budgeting and discounted cash flow techniques, leasing, cost of capital, equity and bond financing, working capital management, financial statement analysis, and capital structure. Prerequisite: AC 619 Financial and Managerial Accounting. *Offered fall and spring semesters.*

MK 646 Marketing Management. *Three credits.* A detailed analysis of the marketing process inorganizations. The integration of elements of the marketing mix is studied in depth (product development, pricing, promotion, and distribution) and the application of specific marketing techniques (product positioning, segmentation, product line strategy) is examined. *Offered fall and spring semesters.*

MAJOR CONCENTRATIONS

FINANCE

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

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

FI 607 International Corporate Finance. *Three credits*. Examines financial issues faced by Multinational Corporation. Analyzes the risks and opportunities associated with operations in differing political, economic, and cultural systems. Topics include: balance of payments, foreign exchange rate determination, foreign exchange risk and exposure, international capital budgeting, and political risk. *Offered spring semester.*

FI 641 Financial Statement Analysis. *Three credits*. Discusses analytical tools necessary to evaluate the financial condition of the firm and to assess its future outlook. Topics include: trend analysis, common-size analysis, ratio analysis, pro forma statements, flow of funds, and return on investment, statistical projections, and forecasts. *Offered fall semester.*

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

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

FI 607 International Corporate Finance. *Three credits.* Examines financial issues faced by Multinational Corporation. Analyzes the risks and opportunities associated with operations in differing political, economic, and cultural systems. Topics include: balance of payments, foreign exchange rate determination, foreign exchange risk and exposure, international capital budgeting, and political risk. *Offered fall semester.*

MARKETING

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

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

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

MK 643 Consumer Behavior. *Three credits.* Motivations, attitudes, and other influences on the behavior of consumers are studied in relation to marketing strategies. Private assistance as well as legislation for consumer protection is considered. *Offered spring semester*

.**MANAGEMENT**

MG 618 Total Quality Management In The Global Theater. *Three credits.* This course examines the underlying principles of the quality initiative and a number of emerging strategies for leadership and organizational change. It includes critical areas that must be addressed if the TQM processes are to take root in any organization: relationship skills, communication skills, motivational management, and personal performance. Emphasis is placed on making the organization more customer-focused in its behavior. *Offered spring semester.*

MG 621 Management Decision Making & Negotiation. *Three credits.* Analysis and practice of management and interpersonal dealings utilized in the business environment. The course will explore writing techniques associated with business correspondence and reports required by managers and business professionals. Emphasis will also be placed on current management issues in organizations such as change, conflict resolution, negotiation, reengineering, customer dealings, crisis management, technology, and globalization. *Offered fall semester.*

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

GENERAL

BU 668 Internship *Three credits* An approved internship provides students with professional field experience and oversight in chosen career areas. An internship can count towards one elective. *Offered as needed.*

BU 693 Independent Study. *One to Three credits*. This course provides a student with the opportunity to work independently, under the direction of a faculty member, on a topic not included in the regular offerings. *Prerequisite: permission of dean or their delegate*

CERTIFICATE OF BUSINESS MANAGEMENT ACCREDITATION

The Wagner College Certificate of Business Management is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Prerequisites

All incoming students must demonstrate proficiency in computers, mathematics, accounting, and statistics. All pre- admission requirements must be completed by the end of the start of the program. Students will demonstrate proficiency in statistics, excel, and accounting using various software.

***These courses must be taken before the associated Graduate course.**

ADMISSION STATEMENT OF POLICY

The following materials must be submitted for review of an application:

1. A Bachelor's degree or the equivalent from a regionally accredited school, is the minimum requirement for admission to the Certificate of Business Management. Transcripts of academic records from all undergraduate, graduate, and professional schools attended.

2. A score on the Graduate Management Admissions Test (GMAT) is optional and at the discretion of the applicant.

3. Two reference forms completed by appropriate recommenders. Applicants who are college students or who have less than one year of business experience should submit a letter of reference from a professor and a summer employer, if possible. Those with more than one year of business experience should have current supervisors submit letters.

4. Candidates will be judged on the basis of the undergraduate G.P.A., work experience, GMAT score(optional), letters of recommendation, and personal statement.

5. Transfer of Credit: No credits will be transferred for this program.

6. Personal Interview: An interview with the dean or their delegate may be requested if it is deemed to be a determinant for admission.

DEGREE REQUIREMENTS

The Certificate of Business Management will be granted upon completion of 15 credits of approved graduate courses in business administration. The credits will count towards Wagner College's MBA program.

Courses

AC 619 Financial and Managerial Accounting

BU 629 Business Analytics

FI 620 Managerial Finance

MG 622 Human Resources and Organizational Behavior

MK 646 Marketing Management

AC 619 Financial and Managerial Accounting. *Three credits.* Covers basic accounting theory and practice with special emphasis on the concepts of understanding income determination, cash flow, and the managerial uses of accounting information. Topics include: transaction analysis, revenue and expense recognition, accounting for merchandising and manufacturing and cost operations, depreciation, inventories, statement preparation and analysis, stockholders' equity transactions, fund statement, capital budgeting, and special analysis for management. T*his course is a pre-requisite to FI 620. Offered fall and spring semesters.*

BU 629 Business Analytics. *Three credits.* The purpose of this course is to provide students with the most up-to-date analytic skills used in our contemporary hyper-connected, worldwide workplace. Students will learn how to use business analytics to analyze data, to use those analyses to aid in making real world decisions and to use this program as a presentation tool. Students will be introduced to relevant analytical tools and software. Descriptive, predictive, and prescriptive methods will be covered in this course. *Offered fall and spring semesters.*

FI 620 Managerial Finance. *Three credits.* The study of financial techniques designed to maximize the value of the corporation. Topics include: capital budgeting and discounted cash flow techniques, leasing, cost of capital, equity and bond financing, working capital management, financial statement analysis, and capital structure. Prerequisite: AC 619 Financial and Managerial Accounting. Offered fall and spring *semesters.*

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

MK 646 Marketing Management. *Three credits.* A detailed analysis of the marketing process inorganizations. The integration of elements of the marketing mix is studied in depth (product development, pricing, promotion, and distribution) and the application of specific marketing techniques (product positioning, segmentation, product line strategy) is examined. **Offered fall and spring semesters.**

SPORTS ADMINISTRATION (B.A.)

The B.A. in Sports Administration incorporates curriculum in the arts and sciences with courses in the field of sports administration, government/politics, sociology, and film providing students with the tools to pursue careers and graduate study in sports administration and public policy. The Sports Administration major has a unique emphasis on non-profit organizations, which prepares individuals for entry-level positions of management and service in a variety of sports organizations in the public and private sectors. Courses in the major include curriculum in public policy, nonprofit management, and sport marketing, as well as courses that examine the social and cultural aspects of sports. Experiential learning is also be emphasized through hands-on experience, integrated into the courses and required internship components. The major culminates in a Senior Learning Community that consists of a reflective tutorial and senior seminar that provide practical knowledge through field placement, reflection through weekly seminars and sport professional mentorship.

REQUIREMENTS FOR SPORTS ADMINISTRATION:

A minimum of 15 units with the following distribution:

10 units for Foundation courses & SLC:

GOV 103 American Government and Policies

GOV 211 or GOV 312 Public Administration or Public Policy

GOV 205 Urban Policy

SA 101 Introduction to Sports Administration

SA 102 Financial Decision-making for Non-Profits

SA 397 Internship in Sports Administration

SA 400 and 490 Senior Reflective Tutorial and Seminar

Four Electives—from the following List

SA 200 Leveling the Playing Field:

SA 204 Philanthropy

SA205 Global Perspectives in Sport

SA 207 Communications in Sport

SA291 Special Topics in Sport

SA 306 Sports Marketing Management

Three Electives—from the following List

AR 203 Graphic Design

CE 206 Civic Engagement Leadership

FM 101 Introduction to Filmmaking

FM 221 Video Editing

JR 370 Sports Journalism

MG 333 Managing Diversity in the Workplace

PS 235 Sport Psychology

PS 270 Mind and Action

SO 215 Race & Ethnic Relations

SW 292 Introduction to Social Policy

SA 101 Introduction to Sports Administration (WC) *One unit* This course is an analysis of effective administration and management strategies and the body of knowledge associated with pursuing a career in sports administration. The course introduces the student to career opportunities in sports administration and to sports principles as they apply to leadership style, communication, motivation, and entrepreneurship.

SA 102 Financial Decision Making for Non-Profits. *One Unit.* This course will provide an overview of various aspects of financial decision making for non-profits. The course will serve as a comprehensive reference, helping to identify key objectives, and current practices of nonprofit organizations and their finances. This course will highlight key concepts, skills and tools, while guiding ,analyzing and investigating risk management issues, financial objectives, liquidity, and health and sustainability in non-profit organizations.

SA 200 Leveling the Playing Field. *One Unit* This course is an introduction to inequality in sport. We will examine how race, gender, sexual orientation, and disability have shaped and continue to reshape institutions and personal experiences of sport. Through an examination of events such as Jackie Robinson's debut in baseball and the United States Women's National Soccer Team demanding equal pay for women's athletics, we will explore injustice in athletics.

SA 204 Philanthropy *One unit* This course is designed for those who want to become familiar with the fundamentals of philanthropy and fundraising. Topics will include: an overview of philanthropy and its importance in today's world; characteristics of nonprofit organizations and their differing fundraising needs and systems; motivations for giving; ethical concerns; prospect research; types of funding sources; planning; capital campaigns; annual giving; communications; grant proposal writing; solicitation techniques; the increasing impact of global philanthropy; and Internet fundraising.

SA 205 Global Perspectives in Sport

SA 207 Communication in Sports. (TT) *One unit* This course teaches effective communication strategies and techniques within an organizational and professional context for sports industries. The course uses the professions of public relations and journalism as its foundation. Special attention is given to the ways in which digital media and communication technologies are used by professional communicators in these fields with an emphasis on writing and layout for web distribution. Learning Objectives include the following: students will understand and apply theories of organizational communication, public relations, and journalism. They will be able to identify and execute communication techniques for sports organizations and media outlets. They will develop strategic and journalistic writing styles, identify best practices and techniques, and incorporate these best practices into their own creative work, They will be proficient in the technical and creative design skills needed for basic web distribution and video editing using Adobe Photoshop, InDesign, Premiere Pro and other Adobe Creative Cloud software. Assessment methods will include: sports team news coverage; sports team public relations campaign; sports team media guide for web publication.

SA 291 Special Topics: Sports Administration *One unit*

SA 306 Sports Marketing Management *One unit* This course is designed to develop a thorough understanding of sports marketing principles and their application to collegiate athletics and professional sports. Students will learn about multi-media partners and see how marketing affects other areas of an athletic enterprise. Students will understand marketing from the perspective of managing a marketing program. *Pre-requisite: SA 101.*

SA 397 Special Topics: Sports Administration Paid or voluntary experience in sports industry setting. Work sites chosen by students after receiving approval of a faculty supervisor. Students are expected to complete 105 hours during the semester. *Pre-requisite: SA101 and 2 additional units in Sports Administration.*

SA 400 Senior Reflective Tutorial. *One unit.* The Senior Reflective Tutorial will provide students with practical knowledge through a 100-hour field placement and reflection, preparing them for post-graduate employment in the sports industry. Seminar meetings allow students to seek guidance, discuss sport research, and expand their knowledge of theoretical concepts that are applicable to their placement sites and other experiences in their placement through written logs leading to a final reflective paper. *Co-requisite: SA 490. Offered fall and spring semesters.*

SA 490 Senior Seminar. *One Unit* This course is a series of weekly seminars that charges students to reflect on their time in the major, while concurrently preparing them for post-graduate employment in the sports industry. SA 490 evaluates workplace policies, identifies office practices, effectiveness of management styles, and self-introspection. Students formulate a written professional portfolio as a final project, related to their internship in the Senior Reflective Tutorial. Professional portfolios are based on their progressing knowledge obtained in the course in conjunction with their own academic work. Faculty & sports professional-led discussions provide students with the foundational frameworks needed to complete their written professional portfolio at the end of semester.

BEHAVIORAL ECONOMICS (B.A.)

Behavioral economics majors examine social, emotional, and cognitive influences on economic decisions and behavior. The interdisciplinary approach of behavioral economics allows better understanding of why economic decisions are often irrational, inconsistent, and against the decisionmaker's self-interest. Quantitative skills, research methodology, and critical reading are emphasized as students complete multiple empirical projects across the major. The behavioral economics major provides a rigorous and practical liberal arts background to prepare students for graduate study focusing on experimental economics, behavioral economics, social psychology, or cognitive psychology and for careers in public policy or business. Students majoring in behavioral economics may not also major or minor in economics or psychology. The Senior Learning Community includes 1. a capstone seminar course (EC 420: Economic Methodology and the History of Economic Thought), that exposes students to the evolution of economic thought and the methodology of economics, and 2. the senior reflective tutorial (EC 400) where students complete a substantive independent research project that includes significant empirical analysis along with oral presentations and a final senior thesis.

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

15 units including the following required and elective courses:

Economics requirements:

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

Mathematics requirement:

MA 121 or higher Mathematics course

Psychology requirements:

PS 101, PS 201, PS 308, Experimental Psychology elective: select 1 Experimental Psychology course in addition to PS 308 Psychology electives: select 2 additional courses with guidance of advisor

Senior Learning Community:

EC 400, EC 420

ECONOMICS (B.A.)

Understanding the American and global economies has become a necessity in many areas of life. This major offers a comprehensive array of courses to provide that knowledge, and to expose students to differing analytical approaches and research methods used in economics, and their applications to real world problems. The senior economics internship and research course unites critical thinking with the application of economic analysis and data management in a career-oriented placement. The economics major provides a rigorous and practical liberal arts background for a wide range of academic, professional, public policy, and business careers. The Senior Learning Community includes 1. a capstone seminar course (EC 420: History of Economic Thought), that exposes students to the evolution of economic thought and the methodology of economics, and 2. the senior reflective tutorial (EC 400) where students complete a substantive independent research project that includes significant empirical analysis along with oral presentations and a final senior thesis.

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

A minimum of 12 units with the following distribution:

Foundation courses—5 units

EC 101, 102, and either 301 or 302; EC 415; MA 108.

Electives in Economics—4 units from the following:

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

Senior Learning Community—2 units

EC 400, 420.

Cognate—1 unit

MA 121, MA 124 or any higher level Calculus course

REQUIREMENTS FOR A DOUBLE MAJOR IN ECONOMICS

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

REQUIREMENTS FOR A MINOR IN ECONOMICS

A minimum of 5 units in Economics, including EC 101, 102, and one or both of EC 301, 302.

MATHEMATICAL ECONOMICS (B.S.)

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

for graduate study, the major provides valuable transferable skills (both general and specific) that allow the students to differentiate themselves from other labor force participants. The Senior Learning Community includes 1. a capstone seminar course (EC 420: History of Economic Thought), that exposes students to the evolution of economic thought and the methodology of economics, and 2. the senior reflective tutorial (EC 400) where students complete a substantive independent research project that includes significant empirical analysis along with oral presentations and a final senior thesis.

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

A minimum of 12 units with the following distribution:

Foundation courses—5 units

EC 101, 102, 301, 302, 415

Mathematics courses —6 units

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

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

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

Senior Learning Community—2 units

EC 420 and EC 400 or MA 400

ECONOMICS COURSE DESCRIPTIONS

EC 101 Macroeconomics (S). *One unit.* The cycle of boom and bust, of bubble and crash remains a permanent fixture of industrial economies. For two hundred years these cycles have been superimposed on rising affluence in Western, and now more recently, in Asian economies. This course explores the causes of growth and cycles from the perspectives of different schools of thought. In particular, the roles of monetary, fiscal, and regulatory policies will be examined in the light of the historical and recent economic performance of the United States and other industrial economies. *Offered fall and spring semesters.*

EC 102 Microeconomics (S) (Q) (L). *One unit.* How does the market coordinate the buying and selling decisions of millions of consumers and businesses? How is the myriad of goods and services produced, as well as the incomes generated to buy them? This course examines the relationships between consumers, firms, markets, and government from orthodox and heterodox perspectives. It develops the economic analysis to understand the market economy. Topics that will be covered include demand, elasticity, supply, production and cost, and market structure. The markets for and utilization of labor, land, and capital are also examined. The role of government in securing the advantages of the market while mitigating its problems is also discussed. *Offered fall and spring semesters.*

EC 291 Special Topics in Economics (S). *One unit*. Faculty may offer, from time to time, more specialized topics of interest.

EC 301 Intermediate Macroeconomics (S). *One unit.* This course develops the economic theory underlying macroeconomic policy-making in the United States today. It considers competing theoretical perspectives including Post-Keynesian, Monetarist, and supply-side approaches and the debates on the role of government, taxation, and stabilization policy, the balanced budget and the national debt, and money and credit. The actual practice of fiscal and monetary policy is examined in the light of the influences of the international economy on the United States. *Prerequisite: EC 101. Offered fall semesters.*

EC 302 Intermediate Microeconomics (S) (Q). *One unit.* Microeconomic theory is applied extensively every day in a range of business, governmental and not-for-profit organizations in manufacturing and service production, healthcare, and transportation. This course elaborates on and applies the core economic principles developed in EC 102 to answer questions of allocation, organization, and pricing from orthodox and heterodox perspectives. Policy issues of anti-trust, environmental protection, and utility pricing are also explored. *Prerequisite: EC 102. Offered spring semesters of odd numbered years.*

EC 304 International Finance (S). *One unit.* This course will demythologize the worlds of foreign exchange markets, balance of payments, and international financial institutions such as the IMF, the World Bank, and their affiliates. It will take a historical approach to unveil some of the major conflicts that are currently unraveling the world monetary system. We will also discuss some possible directions for the future restructuring of the system. *Prerequisite: EC 101 or 102. Offered fall semester.*

EC 305 International Trade (S). *One unit.* This course will explore modern trade theory with a major emphasis on developing and using economic modeling to explain the rationale and direction of modern trade flows. A discussion of changes in current practices of commercial policy in the context of new information technology and geo-economic structures will be included as well as the new European Economic Community. *Prerequisite: EC 101 or 102. Offered spring semester.*

EC 306 Economics of the Environment (S). *One unit.* This course analyzes environmental issues from an economic perspective. It draws on both orthodox and alternative approaches to examine issues of sustainable development and policies to correct environmental pollution and maintain habitat and species. Issues covered will include global warming, acid rain, ozone depletion, habitat and species preservation, and the economics of recycling. *Prerequisite: EC 101 or 102. Offered as required.*

EC 307 Health Economics. (S). *One unit*. This course provides an overview of the health care sector and how to apply the principles of economics to analyze it. Specifically, the course will cover the demand for and supply of health care services, the structure of health insurance and its impact on social welfare, with an emphasis on the peculiarities of the health care market, the causes of market failures and the need for government intervention. The U.S. health care system will be compared to those of other countries and the current health policy will be evaluated based on such criteria as efficiency and equity. *Prerequisite: EC 101, 102 or permission of the instructor. Offered spring semester of even numbered years.*

EC 312 Economics of Genocide (S). *One unit.* The course will explore the ways in which genocide is a logical extension of economic discrimination. This includes, but will not be limited to, an investigation of the economic motivations behind the 20th centuries classic cases of genocide: the Aghet (Turkish genocide against the Armenians), the Holocaust, the Khmer Rouge, and the Hutu-power genocide. Examples of previous cases of genocide such as the nineteenth century attempt at the extermination oft he indigenous American tribes will be brought in as appropriate. *Prerequisite: EC 101 or 102. Offered fall semesters of even numbered years.*

EC 313 Labor Economics and Industrial Relations (S). *One unit*. While executive compensation has soared and dot.com millionaires have proliferated, more than one in five American children grow up in poverty. Inequality in the United States is the highest it has been since the Gilded Age at the turn of the century. In this course we will examine why the rise of "winner-take-all" markets has coincided with falling incomes for the poor, and the roles of globalization, technology, family structure, immigration, and other factors in producing these outcomes. We will conclude the course by examining the history and role of unions, the practice of collective bargaining, and the legal framework for industrial relations in the U.S. *Prerequisite: EC 101 or 102. Offered spring semesters of odd numbered years.*

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

EC 400 Senior Reflective Tutorial (S). *One unit.* This course requires students to complete a major research paper based on empirical economic work. A senior thesis will be the 100-hour experiential component. Students will design and develop an empirical research project independently. This research project is geared to students applying to graduate school for a M.A. or Ph.D. in economics, a law degree or medical degree as well as students who wish to apply economics to urban planning, international affairs and other liberal arts or professional programs. It is in this senior tutorial that students will develop and refine skills in applied economics, such as data collection, manipulation, mining and data organization that are required for a major research paper. It will demand a high level of empirical data analysis, competence with at least two economic regression programs and familiarity with the standard presentation techniques both verbal and written in economics. The subject area of the project is broad in order to accommodate various economic applications. The RFT will provide a forum for reflection, sharing and discussion of the research. The RFT will allow students to share their research and literature searches with the group. They will be required to orally present at several stages of their senior thesis to economists from Wagner College and at seminars in the greater New York area. *Prerequisites: EC 101and 102, MA 108, one of EC 301 or 302 and EC 415. Offered every spring semester.*

EC 411 Industrial Organization and Public Policy: Big Business USA (S). *One unit.* How corporations work, how they grow, and how production is carried on; includes a survey of the relationships among market structure, conduct, and performance in theory and practice. The concepts of concentration, centralization, product differentiation, conditions of entry productivity, and performance are studied. Emphasis is placed on a history of corporate development, interpretations of the social role of the corporation, and a review of the effects of antitrust law. *Prerequisite: EC 101 or 102. Offered as required.*

EC 412 Economic Geography (S). *One unit.* Economic geography studies the social, cultural and institutional factors in the spatial economy. Economic Geography is the study of agglomeration of the linkages between systems. These linkages include but are not limited to transportation, international rade, development and growth, real estate, ethnic economics, gendered economics, core-periphery theory, the environment and globalization. *Prerequisites: EC 101 or 102 or permission of the instructor. Offered spring semesters of odd numbered years.*

EC 414 Economics of Discrimination (S). *One unit.* Large gaps in earnings and differences in patterns of employment by race, gender, and ethnicity place many women and racial and ethnic minorities near or in poverty. Educational opportunities, access to healthcare, legal services, credit and housing, and eligibility for government programs can also differ systematically for members of different groups. This course explores these differences through readings, film, research projects, and field trips. In this process we will examine debates on the roles of biology, family, culture, and economic opportunity in generating inequality. Topics such as affirmative action and comparable worth will be discussed. *Prerequisite: EC 101 or 102. Offered spring semesters of even numbered years.*

EC 415 Applied Econometrics (S) (LL) (TT) (Q). *One unit.* This course is an introduction to applied econometrics, the field of economics in which statistical tools are applied to test economic ideas, and in which data are summarized in ways that can inspire new ideas. .The primary objective is to provide theoretical and practical foundations in carrying out econometric studies, with a focus on the applications of econometric techniques in economic analysis. Students will gain experience in using computers to analyze data sets and interpreting the findings of empirical results. *Prerequisites: MA 108and either EC 101 or 102.*

EC 420 History of Economic Thought (S). *One unit*. This is the capstone course for economic majors. The course is focused on refining and developing the students understanding of the evolution of economic thought and the philosophy (methodology) of economics. The research/critical thinking skills necessary to practice economics in the real world necessitate an exposure of students to issues in the evolution of economic thought and methodology. The goal is to develop not only methodological sensitivity to current economic/business problems but to integrate the evolution of economic ideas into their world view. The course will have an overview of historical methodology and trace the history of economic thought. This will function as a platform for students to think critically not only about their research but economics in general as a social/historical construct. *Prerequisites: EC 101, 102 and either EC 301 or 302; MA 108 and EC 415. To be taken in conjunction with EC 400. Offered every spring semester.*

EC 497 Internship in Economic (S). *One unit.*

EC 593 Independent Study (S). *One unit.* An opportunity for the more advanced student to pursue an independent research project developed by the student and supervised by a divisional faculty member. The project must result in a research paper approved by the Dean and the supervising faculty member. **Prerequisite: approval by the Dean.**

Program Curriculum Requirements

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

The Education Department offers the following Programs:

● Dual Major in Childhood Education/Students with Disabilities (1-6) (B.A./B.S.)

● Dual Degrees: Psychology and Childhood Education (B.A.)

o Theatre-Speech and Childhood Education (B.A.)

● Educational Studies (minor)

● Music Education PreK-12 (not a dual major)

● Education (MS Ed.)

o B-2 Early childhood students with Disabilities (B – 2)

o 7-12 Adolescent Education/ Students with Disabilities (7 – 12)

o 1 – 6 Childhood Education/Studies with Disabilities (1- 6)

Please note that the following programs are available only to students who matriculated prior to the fall 2025 academic year.

o Art and Childhood Education (B.A.)

o English and Childhood Education (B.A.)

o French and Childhood Education (B.A.)

o History and Childhood Education (B.A.)

o Mathematics and Childhood Education (B.S.)

o Music and Childhood Education (B.A.)

o Natural Sciences and Childhood Education (B.S.)

o Philosophy and Childhood Education (B.A.)

o Social Studies and Childhood Education (B.A.)

o Spanish and Childhood Education (B.A.)

The Education Department develops and nurtures professional educators through engaging coursework that incorporates the use of evidence- based practices to support pedagogical decision-making, ongoing critical reflection, and opportunities for intercultural collaborations with a variety of stakeholders. Our graduates are culturally responsive and action-oriented educators, prepared to think and work within an inclusive, constructivist and democratic paradigm. The Department is nationally accredited, informed by professional organizations, with both undergraduate and graduate programs that adhere to the highest state and national standards. Detailed information about our program philosophy, processes, and learning outcomes is available on our website. Candidates majoring in Wagner's undergraduate teacher preparation program, after successful completion of state examinations, workshops, and program requirements, will have met certification requirements for New York State. Degrees offered: B.A. with a dual major in Psychology or Theater leading to initial certification in 1-6 and 1-6 special education and a B.S. in Education 1-6 leading to initial certification in grades 1-6. Students will have the opportunity to receive a Master of Education leading to certification in Childhood Education/Students with Disabilities 1-6 (initial certification), Adolescent Education/Students with Disabilities 7-12 (initial certification), or Early Childhood/Students with Disabilities B-2 (advanced certification).

CHILDHOOD EDUCATION/STUDENTS WITH DISABILITIES (1-6)

DUAL MAJOR (B.A/B.S.)

Degree:

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

Dual majors:

Candidates may choose one of the following 12 disciplines as the dual major with Childhood Education/Students with Disabilities. All dual majors receive Bachelor of Arts degrees except for Natural Science and Mathematics, which receive a Bachelor of Science degree. Specific course requirements for the liberal arts and science discipline can be found under these programs' divisions in the Bulletin.

Art

Mathematics

Psychology

English

Natural Sciences

Social Studies

French

Music

Spanish

History

Philosophy

Theatre/Speech

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

Major declaration requirements:

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

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

Progression through the Program: Teacher education candidates must meet standards for program progression before entering upper-level courses and again before student teaching. To be a candidate in good standing, candidates must maintain a 3.0 GPA overall, a 3.0 in-major GPA, and a minimum grade of B in all Education courses; must pass background checks through required fingerprinting processes; must demonstrate computer competencies; must have favorable reports from supervisors of fieldwork; and must meet program

standards in all courses assessing dispositions, knowledge, and application of skills necessary for being an effective teacher. Teacher candidates must also take certification exams as outlined in student's program/ curriculum plans-requirements

Before student teaching, teacher candidates must have (1) successfully completed all state and program required workshops and examinations and (2) taken all State-required exams applicable to the certification fields. Candidates are asked to meet with advisors twice a semester in order to develop action plans to support program progression.

Certification: Students must hold at minimum a 3.0 overall GPA, A 3.0 in-major GPA and a B or better in all education courses, meet all additional course requirements as outlined in the Bulletin and program plan, receive at least a 3.0 in both student teaching classes, and pass all State-required exams to qualify for College recommendation for certification. College recommendation does not automatically certify a candidate, as it is reserved for the State to do. In addition to coursework, students are required to meet all additional state requirements to be eligible for recommendation for certification. See the website for the most up-to-date information on current state requirements. Students are ineligible for recommendation for certification if the Department of Education, the school, or the student teaching supervisor suggests the candidate be removed from a placement site. Three Portals:

Foundations of Education Portal

ED 326 and Ed 326 Lab is a prerequisite for all coursework.

ED 312 and ED 322 must be taken concurrently.

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

ED 326 Lab 0 unit

ED 312: Learning Environments for Students with Exceptionalities 1 unit

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

Methods Portal

All foundations courses must be completed with grades of B or better before enrolling in method courses. In addition, students must be declared majors and have successfully completed the program's entry process into the Teacher Preparation Program (TPP), including progression requirements outlined above. Blocks may be taken in any order, though it is recommended that students take Block 2 first. **Literacy Block**

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

ED 411: Inclusive Methods III: Students with Exceptionalities 1 unit

ED 414: Inclusive Methods II: Science, Math, Technology, & Arts 1 unit

Multi-Subject Block

ED 425: Language Acquisition and Literary Development 1 unit

ED 426: Language and Literacy for Diverse Children 1 unit

ED 426: Lab 0 unit

Student Teaching – Clinical Practice Portal

Classes are taken concurrently in the senior year, fall or spring semester. Students must have

successfully completed all Education coursework with grades of B or better and have completed student teaching entry processes, including progression requirements outlined above.

ED 550B: Student Teaching: Inclusive/Childhood-Grades 1-3 1unit

ED 560B: Student Teaching: Inclusive/Childhood-Grades 4-6 1 unit

ED 580: School, Diversity & Society: Elementary Schools 1 unit

Undergraduate Minor in Childhood (1-6) Education

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

Program Requirements

Candidates for the Minor in Educational Studies must hold and maintain a 3.0 GPA overall, 3.0 in-major GPA and at least a B in their Education coursework. Candidates take 6 units, in the following order. With pre-approval of an advisor, students may request an elective in Education to substitute for one of the 300-level courses. Education minors participate in all professional field experiences in their coursework. Professional field experiences across the undergraduate and articulated graduate program ensure appropriate clinically-rich experiences for students who enter the accelerated master's program. Candidates for the minor will alsoneed to complete finger printing requirements.

Foundations in Education

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

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

ED 326 Lab 0 units

Taken concurrently:

ED 312: Learning Environments for Students with Exceptionalities 1 unit

ED 322: Instructional Technology in a Networked World 1 unit

Methods (1 unit):

EN 280: Writing Intensive Tutoring 1 unit Offered Spring Only

Minor Concentration

Taken concurrently:

ED 425: Language Acquisition and Literary Development 1 unit

ED 426: Language and Literacy for Diverse Children 1 unit

ED 426 Lab 0 units

UNDERGRADUATE COURSE DESCRIPTIONS

ED 312 Learning Environments for Students with Exceptionalities. (U), (WC). *One unit*. This course focuses on the laws, policies, and principles for teaching individuals with different abilities and learning needs within appropriate placements in self-contained and inclusive settings. Using a framework of Universal Design for Learning, teacher candidates identify and analyze abilities and challenges related to specific exceptionalities, exploring evidence-based strategies for instruction, assessment, and assistive/adaptive technology use to ensure all students have access to meaningful, rigorous and standards-aligned educational experiences. Candidates engage Individualized Educational Plans and associated decision-making for inclusive and self-contained settings, with emphasis on teaming, cultural inclusion, and family involvement, and incorporating formative and summative assessment of academic and social progress of students with exceptionalities. Includes 30 hours of professional field experiences. *Prerequisite: ED 326; must be taken concurrently with ED322. Offered fall.*

ED 322 Instructional Technology in a Networked World (TT). *One unit.* This course provides experience with a range of technology applications within education, including deep practice in using technology to design instructional learning opportunities for general education students and students with exceptionalities. Teacher candidates gain proficiency using online software, social media, multimedia, and data management and presentation tools, developing a critical eye for assessing which tools are most likely to enhance students' learning. In particular, teacher candidates design active inquiry learning experiences for K-12 students using media techniques that emphasize collaborative and supportive interactions. *Prerequisites: ED326 and ED326 lab; must be taken concurrently with ED312.Offered fall.*

ED 326 Teaching & Learning for the Inclusive Setting. (U) *One unit.* This course explores foundational knowledge in the history and philosophy of education, theories of learning and motivation, and contemporary educational reform policies and contexts. Teacher candidates explore social and political forces that shape student learning and become familiar with the research around developmental milestones of children and adolescents. Throughout the course, candidates plan and implement instruction guided by leading theories of instruction and learning. Includes 20 hours of professional field experiences. *Course fee: $115 to cover costs of fingerprinting needed for teacher preparation programs in New York City. Offered fall and spring.*

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

ED 403 Music for Elementary School Teachers. *One unit.* This course explores concepts, methods and materials used in the teaching of music in the elementary school. Required for Music/Education dual majors. *Prerequisite: ED 326. Offered as needed.*

ED 406 Inclusive Methods I: Social Studies, PE, & Health. *One unit.* This course provides teacher candidates with the knowledge and skills they need to effectively teach social studies, physical education, and health within diverse classrooms across a spectrum of abilities, particularly children with low-incidence exceptionalities, in the 1-6 setting. Candidates study State and professional association standards that support these disciplines

(ACEI, NCSS, ISTE, AAHPERD, CEC, and New York State Learning Standards, including the Common Core) to plan, implement, and assess interdisciplinary inquiry-focused lessons designed to meet all students' needs. Candidates create technology-enhanced, content-specific lessons that emphasize hands-on, constructivist-oriented practices. Includes 25 hours of professional field experiences. *Prerequisites: ED326, ED326L ED 312, ED322 and status as an Education dual major in good standing. Co-requisites: ED 414 and ED 411. Offered fall and spring*.

ED 411 Inclusive Methods III: Students with Exceptionalities. (R) *One unit.* This course examines instructional techniques that focus on effective practices for students with disabilities. Candidates practice developing and implementing NYS Common Core-aligned differentiated instruction for students with exceptionalities across both inclusive and self-contained special education environments. Students also learn how assistive and adaptive technology facilitate learning for students with disabilities in various environments. Includes 20 hours of professional field experiences. *Prerequisites:ED326, ED326L, ED322 and ED312 and status as an Education dual major in good standing. Co-requisites: ED 404 and ED 414. Offered fall and spring.*

ED 414 Inclusive Methods II: Science, Math, Technology, and Arts. (C) *One unit.* This course provides teacher candidates with the knowledge and skills they need to effectively teach mathematics, science, technology, and the fine arts within diverse classrooms across a spectrum of abilities, particularly children with high-incidence exceptionalities, in the 1-6 setting. Candidates study State and professional association standards that support these disciplines (ACEI, NCTM, NSTA, ISTE, NAEA,CEC, and New York State Learning Standards, including the Common Core) to plan, implement, and assess interdisciplinary inquiry-focused lessons designed to meet all students' needs. Candidates create technology-enhanced, content-specific lessons that emphasize hands-on, constructivist-oriented practices. Includes 25 hours of professional field experiences. *Prerequisites: ED326, ED 326L:ED312and ED322 and status as an Education dual major in good standing. Co-requisites: ED 406 and ED411. Offered fall and spring.*

ED 414L Inclusive Methods II: Science, Math, Technology, and Arts Lab. (O) *Zero unit* Students will have the opportunity to engage in the planning and delivery of STEM related elementary school lessons and activities. *Offered fall and spring.*

ED 425 Language Acquisition and Literacy Development. *One unit.* This course explores how language and literacy are acquired and developed for children across a wide spectrum of abilities. Candidates study literacy theories, features of emergent language acquisition, and effective strategies that strengthen literacy development through reading, listening, writing, and oral communication. Teacher candidates learn to use children's literature, non-fiction informational texts, reading and writing workshops, and various literacy assessment tools. Using State and professional association standards that support English Language Arts learning (ACEI, IRA, CEC, and New York State Common Core standards), candidates plan, implement, and assess the impact of interdisciplinary inquiry-focused lessons designed to meet all students' ELA learning needs. Includes 25 hours of professional field experiences. *Prerequisites: ED326, ED312 and ED322 and status as an Education minor or dual majorin good standing. Co-requisite: ED 426. Offered fall and spring.*

ED 426 Language and Literacy for Diverse Children. (U) *One unit.* This course introduces teacher candidates to the ways in which linguistically and culturally diverse children across a wide spectrum of abilities acquire and develop language and literacy, whether in English or other native tongues. Particular attention is paid to second language acquisition, bilingual education, and effective curricular methods for assessing, developing, and reinforcing reading, writing, listening, and oral communication skills. Teacher candidates investigate language

and literacy theories, literacy assessment methods, and effective literacy strategies for supporting the academic success of children from linguistically and culturally diverse backgrounds. Using State and professional association standards that support literacy development for diverse learners (TESOL, CEC, and New York State Common Core standards), candidates plan, implement, and assess the impact of interdisciplinary inquiry-focused lessons designed to provide effective interventions for students struggling with literacy development. Includes 25 hours of professional field experiences. *Prerequisites: ED326, ED312 and ED322 and status as an Education minor or dual major in good standing. Co-requisite: ED 425. Offered fall and spring.*

ED 426L Language and Literacy for Diverse Children Lab *Zero unit.* This lab will provide teacher candidates with the opportunity to engage in an in-depth exploration related to literacy assessments to support English language learners and students With various literacy needs. Teacher candidates will focus on administering and analyzing and literacy assessmen1 utilized in schools. Teacher candidates will have direct supervised experiences when administering these assessments, when analyzing their validity and reliability, and when creating individualized literacy plans for English as a second language learners and students with various needs. *Co-requisite ED 425 and ED 426.*

ED 550B Student Teaching: Inclusive/Childhood Grades 1-3. (O) *One unit.* The teacher candidate's preparation for teaching diverse children in grades 1-3 culminates in a full-time, seven week, 220-hourdirected teaching experience in an accredited inclusive and/or self-contained classroom led by a teacher certified in the target certification area. The experience includes orientation to school and classroom, practice in planning instruction, developing teaching and evaluation skills, and improving professional relations skills. Candidates are expected to participate fully in instructional activities throughout the placement, assuming responsibility for the class during the last week, planning, implementing, and assessing technology-enhanced, constructivist, and interdisciplinary instruction. A regularly scheduled reflection seminar totaling 7 hours, led by the student's college supervisor, accompanies the clinical experience. Either ED 550B or ED 560B must be in a special education context. *Prerequisites: Completion of all 8 required Education courses and all required workshops; status as a senior; status as an Education major in good standing, including a B average overall, B average in-major, and a B minimum in all education courses. In addition, all teacher candidates must take applicable state certification exams for the certificate sought except TPA. Co-requisites: ED 560B, ED 580. Offered fall and spring.*

ED 560B Student Teaching: Inclusive/Childhood Grades 4-6. (O) *One unit.* The teacher candidate's preparation for teaching diverse children in grades 4-6 culminates in a full-time, seven week, 220-hourdirected teaching experience in an accredited inclusive and/or self-contained classroom led by a teacher certified in the target certification area. The experience includes orientation to school and classroom, practice in planning instruction, developing teaching and evaluation skills, and improving professional relations skills. Candidates are expected to participate fully in instructional activities throughout the placement, assuming responsibility for the class during the last week, planning, implementing, and assessing technology-enhanced, constructivist, and interdisciplinary instruction. A regularly scheduled reflection seminar totaling 7 hours, led by the student's college supervisor, accompanies the clinical experience. Either ED 550B or ED 560B must be in a special education context. Prerequisites: *Completion of all 8 required Education courses and all required workshops; status as a senior; status as an Education major in good standing, including a B average overall, B average in-major and a B minimum in all education courses. In addition, all teacher candidates must take applicable state certification exams for the certificate sought except TPA. Co-requisites: ED 550B, ED 580. Offered fall and spring.*

ED 580 School, Diversity & Society (LL) (WW) *One unit.* This capstone course, which requires a comprehensive professional portfolio demonstrating effectiveness as an elementary school teacher, explores broad educational issues in light of current research and candidates' student teaching experiences. Topics such as law, diversity, culturally-relevant pedagogy, educational history and reform, accountability, purposes of schooling, and the teaching profession undergird explorations of practice. Candidates assess their student teaching to improve their daily instructional practice and to become effective, transformational professionals. In particular, the course develops pre-service teachers' ability to foster individual and group motivation; to use technology effectively; to communicate well with students, colleagues, parents, and community; and to ensure equitable, ethical treatment of students, with high expectations for all. *Prerequisites Completion of all required Education courses, examinations, and all required workshops, and status as an Education major in good standing, including a B average overall and a B minimum in all education courses. In addition, all teacher candidates must take applicable state certification exams for Childhood/Special Education 1-6 except* TPA. *Co-requisites: ED 550B, ED 560B. Offered fall and spring.*

ED 593 Independent Study. *One unit.* Supervised independent research projects developed by the student with faculty advisement. *Restricted to advanced majors. Offered as needed after consultation with the Department Chair.*

MUSIC-EDUCATION PreK-12 INITIAL CERTIFICATION MAJOR (B.S.)

Music Content (9 units)

MU111 + MU111L (Music Theory I and Musicianship lab) 1 unit

MU112 + MU112L (Music Theory II and Musicianship lab) 1 unit

MU211 + MU211L (Music Theory III and Musicianship lab) 1 unit

MU212 + MU212L (Music Theory IV and Musicianship lab) 1 unit

MU102 (Introduction to Music History) 1 unit

and one additional history course 200 level or higher 1 unit

MU 322 (conducting/orchestration) 1 unit

1 Elective Music Course of a 200 level or higher 1 unit

MU491: Senior Seminar in Music 1 unit

8 semesters of 45-minute lessons in primary instrument/voice, MUX020 (0 Units)

8 semester of ensemble related to primary lessons (0 units)

2 semesters of choir, MU060 (0 units)

Education Content (12 Units)

ED312 (Learning Environments for Students with Disabilities) 1 unit

ED326 & 326L (Teaching & Learning for the Inclusive Setting) 1 unit

ED411 (Inclusive Methods III: Students with Exceptionalities) 1 unit

ED425 (Theories in Language Acquisition & Literary Development) 1 unit

ED426 (Language Acquisition and Literacy Development) 1 unit

ED405 (Human Development of the Whole Child PreK-12 Grade) 1 unit

ED551B (Student Teaching: Inclusive/Childhood Grades 1-3/4-6) 1 unit

ED561B (Student Teaching: Inclusive/Childhood Grades 7-12) 1 unit

ED580 (School, Diversity & Society) 1 unit

ED218 (Music Technology for Music Educators) 0.5 units

ED331 or ED332 (teaching methods: voice or instrumental) 0.5 units

ED403: Music Education for Elementary School 1 unit

ED404: Music Education for Middle Schools/High Schools 1 unit

Instrumental Method courses as follows: 0 units

ED030 – Percussion Methods for PreK-12 Music educators

ED031 – Brass Methods for PreK-12 Music educators

ED032 – String Methods for PreK-12 educators

ED033 – Woodwind Methods for PreK-12 educators

ED034 – Keyboard Methods 1 for PreK-12 educators

ED035 – Keyboard Methods 2 for PreK-12 educators

ED030 Percussion Methods for K-12 Music Educators. *0 Units.* The purpose of this course is to provide music educators with basic information concerning teaching methods and performance techniques for musical instruments common to the percussion family. Students will follow a course of study that will enable them to teach beginning students at the elementary, middle, and high school levels and to continue to provide them with an accepted, organized approach to learning and developing percussion techniques and skills. This course of study is designed to acquaint students with the history of each major instrument found in the percussion family, their acoustical properties and methods of sound production, and the idiosyncrasies of percussion music notation. It will provide future music educators with a rudimentary technique on many of the instruments labeled percussion, concentrating on those that are most commonto today's PreK -12 grade music literature.

ED031 Brass Methods for K-12 Music Educators. *0 Units.* The purpose of this course is to provide music educators with basic information concerning teaching methods and performance techniques and pedagogy for musical instruments common to the high and low brass families. Students will follow a course of study that will enable them to teach beginning students at the elementary, middle, and high school levels and to continue to

provide them with an accepted, organized approach to learning and developing brass techniques and skills. It will provide future music educators with a rudimentary technique on many of brass instruments, concentrating on those that are most common to today's PreK -12 grade music literature.

ED032 String Methods for K-12 Music Educators. *0 Units.* The purpose of this course is to provide music educators with basic information concerning teaching methods and performance techniques and pedagogy for musical instruments common to the string family of instruments. Students will develop correct posture and instrument placement, as well as correct left and right hand position in order to play string instruments well. Several teaching experiences will be given for students to begin to break down performance technique into left and right hand strategies. This course provides students with an in depth look at the theoretical foundations and practical application of the beginning/intermediate string pedagogy approach of Suzuki's method. The Suzuki method utilizes the organic immersion tools of language education so that children can learn to play instruments at a high level and develop a sense of responsibility, community, and joy in making music at a young age. Ample experiences will be provided for students to learn to play both an upper and a lower string instrument. It will provide future music educators with a rudimentary technique on many string instruments, concentrating on those that are most common to today's PreK -12 grade music literature.

ED033 Woodwind Methods for K-12 Music Educators. *0 Units.* The purpose of this course is to provide music educators with basic information concerning teaching methods and performance techniques and pedagogy for musical instruments common to the woodwind families. Students will follow a course of study that will enable them to teach beginning students at the elementary, middle, and high school levels and to continue to provide them with an accepted, organized approach to learning and developing woodwind techniques and skills. It will provide future music educators with a rudimentary technique on many of woodwind instruments, concentrating on those that are most common to today's PreK -12 grade music literature.

ED034 Keyboard Methods 1 for K-12 Music Educators. *0 Units.* The purpose of this course is to provide music educators with basic information concerning teaching methods and performance techniques and pedagogy for Keyboard instruments. Piano pedagogy is the study of the specific principles of teaching piano and its literature from a child's first lesson through the advanced high school level. Concepts addressing effective teaching are integral to the course. Students will follow a course of study that will enable them to teach beginning students at the elementary, middle, and high school levels and to continue to provide them with an accepted, organized approach to learning and developing keyboard techniques and skills. It will provide future music educators with a rudimentary techniques most common to today's **PreK -12 grade music literature.**

ED035 Keyboard Methods 2 for K-12 Music Educators. *0 Units.* The purpose of this course is to provide music educators with basic information concerning teaching methods and performance techniques and pedagogy for Keyboard instruments. Topics will include teaching strategies, materials, methods, teaching repertoire, and the psychology of teaching. Students will follow a course of study that will enable them to teach beginning students at the elementary, middle, and high school levels and to continue to provide them with an accepted, organized approach to learning and developing keyboard techniques and skills. It will provide future music educators with a rudimentary techniques most common to today's PreK-12 grade music literature.

ED 218 Music Technology and Recording for Music Educators (TT) *1/2 Unit.* This course provides experience with a range of technology applications within education, including deep practice in using technology to design instructional learning opportunities for general education students and students with exceptionalities. Music Teacher candidates gain proficiency using online software, social media, multimedia, and data

management and presentation tools, developing a critical eye for assessing which tools are most likely to enhance students' learning. In particular, this course provides concentrated study for learning computer programs that support the music education classroom and for understanding theeffective means to authentically integrate technology in K-12 music education.

ED 403 Music Education for Elementary School K-6. *One unit*. This course provides teacher candidates with the knowledge and skills they need to effectively teach music in a diverse classrooms across a spectrum of abilities, particularly children with low-incidence exceptionalities, in the K-6 setting. Candidates study State and professional association standards that support these disciplines (NafME, NYSSMA, and New York State Learning Standards, including the Common Core) to plan, implement, and assess interdisciplinary inquiry-focused lessons designed to meet all students' needs. Students willgain in-depth knowledge into ways in which the theories of Dalcroze, Orff, Suzuki, and Kodály have impacted music education today. Students will have the opportunity to critically analyze each theorist withemphasis placed on the design, implementing, and evaluating of curriculum based on conceptual pedagogy. Developmentally appropriate practice will be utilized to target the individual needs of students in the K-6 classroom focusing specifically on skills in teaching music that incorporates singing, movement, playing instruments, listening, creating, and writing.

ED 404 Music Education for Middle School/High School 7-12 *One unit*. This course provides teacher candidates with the knowledge and skills they need to effectively teach music in a diverse classrooms across a spectrum of abilities, particularly children with low-incidence exceptionalities, in the 7-12 setting. Candidates study State and professional association standards that support these disciplines (NafME, NYSSMA, and New York State Learning Standards, including the Common Core) to plan, implement, and assess interdisciplinary inquiry-focused lessons designed to meet all students' needs. The course consists of lectures, teaching demonstrations, peer teaching, music classroom observations, and a review of music education literature. This course presents a range of material relating to the principles and philosophy upon which school music instruction is based. Topics include curriculum, learning theory, methodologies, content standards, lesson planning, career opportunities, rehearsing, program-building, assessment, advocacy, and history of American music education. Students will be able to describe the primary points of emphasis of several important learning theories, including those of Bloom, Ericson, and Dewey as well as identify and describe several rehearsal strategies for use with secondary music classes, including band, choir, jazz ensemble, and orchestra. Developmentally appropriate practice will be utilized to target the individual needs of students in the 7-12 classroom focusing specifically on skills in teaching music that incorporates singing, movement, playing instruments, listening, creating, and writing.

ED 551A Student Teaching: Inclusive/Childhood Grades PreK-6 *(OO) One unit.* The teacher candidate's preparation for teaching diverse children in grades PreK-6 culminates in a full-time, seven week, 220-hour directed teaching experience in an accredited inclusive and/or self-contained classroom led by a teacher certified in the target certification area. The experience includes orientation to school and classroom, practice in planning instruction, developing teaching and evaluation skills, and improving professional relations skills. Candidates are expected to participate fully in instructional activities throughout the placement, assuming responsibility for the class during the last week, planning, implementing, and assessing technology-enhanced, constructivist, and interdisciplinary instruction. A regularly scheduled reflection seminar totaling 7 hours, led by the student's college supervisor, accompanies the clinical experience. Either ED 551B or ED 561B must be in a special education context. *Prerequisites: Completion of all 8 required Education courses and all required workshops; status as a senior; status as an Education major in good standing, including a B average overall and a B minimum in all education courses; and passing scores on all State certification exams for Childhood/Special Education1-6 except TPA. Co-requisites: ED 561B, ED 580. Offered fall and spring.*

ED 561B Student Teaching: Inclusive/Childhood Grades 7-12 *(O) One unit*. The teacher candidate's preparation for teaching diverse children in grades 7-12 culminates in a full-time, seven week, 220-hourdirected teaching experience in an accredited inclusive and/or self-contained classroom led by a teacher certified in the target certification area. The experience includes orientation to school and classroom, practice in planning instruction, developing teaching and evaluation skills, and improving professional relations skills. Candidates are expected to participate fully in instructional activities throughout the placement, assuming responsibility for the class during the last week, planning, implementing, and assessing technology-enhanced, constructivist, and interdisciplinary instruction. A regularly scheduled reflection seminar totaling 7 hours, led by the student's college supervisor, accompanies the clinical experience. Either ED 551B or ED 561B must be in a special education context. Prerequisites: Completion of all 8 required Education courses and all required workshops; status as a senior; status as an Education major in good standing, including a B average overall and a B minimum in all education courses; and passing scores on all State certification exams for Childhood/Special Education 1-6 except TPA. *Co-requisites: ED 551B, ED 580.*

MUSIC AND CHILDHOOD EDUCATION (B. A.)

A modified version of the department's B.A. program, known as the dual major in Music and Childhood Education, prepares students for entering the teaching profession. The dual major combines a reduced program in Music with training in Education and student teaching. Further information on dual majors is available in the Education section of this bulletin.

REQUIREMENTS FOR THE DUAL MAJOR IN MUSIC AND CHILDHOOD EDUCATION

The Music component of the dual major consists of 9 classroom units together with the additional requirements listed below. Dual majors are required to take the Senior Learning Community in Education, as their senior experiential project consists of student teaching. However, dual majors must also take MU491 (the Senior Seminar in Music). For the additional Education components of the dual major, please consult the Education section of this bulletin.

Music Theory and Musicianship—4 units as follows:

MU 111, 111L, 112, 112L, 211, 211L, 212, 212L. Note: labs are zero-unit lab courses that must be taken concurrently with the appropriate theory course. Students excused from any of these courses on the basis of tests given by the Music faculty must take an equivalent number of units from the electives listed below.

Music History and Repertory—3 units as follows:

MU 102, 306, 491

Music Education—1 unit:

ED 403

Electives—1 unit:

Dual majors excused from any of the above requirements may substitute any other Music course numbered 200 or higher, or any ensemble, with a maximum of one unit in music ensembles. Performance Hour Dual majors enrolled in individual lessons are required to attend Performance Hour (MU 020) for two semesters. MU 020 is a zero-unit course.

MUSIC-EDUCATION pre K-12INITIAL

CERTIFICATION(B.S.)

A modified version of the department's B.A. program, prepares students for entering the teaching profession and ensures initial certification for teaching at the pre K-12 level. Students take the state required music and education courses and are instructed in a wide variety of instruments.

REQUIREMENTS FOR THE MAJOR IN MUSIC-EDUCATION pre K-12 INITIAL

CERTIFICATION (B.A.)

Music majors are required to take 9 units within the music department as listed below. Students must attain a grade of C or higher in each of these courses to count them toward the Music-Education pre K-12 Initial Certification major and a 3.0 GPA requirement. In addition, majors will take individual lessons and participate in ensembles and other activities of the Music Department.

Music Theory and Musicianship—4 units as follows:

MU 111, 111L, 112, 112L, 211, 211L, 212, 212L. Note: labs are zero-unit lab courses that must be taken

concurrently with the appropriate theory course. Students excused from any of these courses on the basis of tests given by the Music faculty must take an equivalent number of units from the electives listed below.

Music History and Repertory—2 units as follows:

MU 102, plus one other course music history MU205 or higher

Professional Applications – 1 unit as follows:

MU 322 (conducting/orchestration)

Applied Music – 0 units as follows:

MUX020 seven semesters in primary instrument/voice, 45 minutes lessons

ED 030-035 six semesters of instruction in woodwind, brass, string, percussion, and keyboard (twice), 30 minutes lessons MU 06X two semesters in choir.

Senior Seminar—1 unit as follows:

MU 491

Electives—1 unit as follows:

Any other Music courses numbered 200 or higher.

Students who are excused from any requirements listed above may substitute additional elective courses, but no more than one unit in ensembles.

Foreign Language—1 unit as follows:

FR 111, GE 111, IT 111, or SP 111 or higher.

Performance Juries

Music majors enrolled in individual music lessons must perform before a departmental jury at the end of each semester. These juried performances serve as final examinations for the semester's lessons. Non-Music majors wishing to perform recitals must also pass a jury audition during the semester prior to the recital.

Concert Attendance:

A number of Music courses require students to attend concerts in the New York City area. In some courses the class as a whole attends several.

Music Education—3 units:

ED 218, ED 331 or ED 332 (teaching methods voice or instrumental), ED 403, ED 404

Education Courses—6 units:

ED 312, 326 (and lab), 405, 411, 425, 426

Student Teaching—3 units:

ED 551, ED 561, 580

Education Workshops—0 units:

ED 500, 501, 502, 503, 504, 506

Education (M.S. ED.)

The Department is nationally accredited, with both undergraduate and graduate programs that adhere to the highest state and national standards. Detailed information about our program philosophy, processes, and learning outcomes is available on our website. Candidates in Wagner's graduate teacher preparation programs receive qualifications for certification I nthe areas associated with our programs, including dual certifications in general education and students with disabilities. Many of our graduate programs can be completed in a year. Candidates are asked toreach out to advisors as soon as possible in order to develop an action plan. Wagner College offers three graduate programs (Master of Science in Education, M.S. Ed.) leading to initial/professional certification:

● Childhood Education/Students with Disabilities (grades 1–6) initial certification.

● Adolescent Education/Students with Disabilities (grades 7–12) initial certification.

● Early Childhood Education/Students with Disabilities (Birth–grade 2) advanced certification. Early Childhood/ Students with Disabilities B-2 is an advanced certification masters' program requiring candidates to hold a teaching license, prior to matriculation into the program.

General Admission Requirements

All students must apply to Wagner College's Division of Graduate Studies and meet admissions requirements of the College based on specific programs. In addition, candidates must meet the following Divisional requirements for all programs:

● Undergraduate GPA of at least 3.0.

● Undergraduate GPA in the major of at least 3.0.

● Two letters of recommendation addressing personal, professional, and academic qualities relevant to the program.

● A positive interview demonstrating commitment to the profession. Additional entry requirements are listed under each program's admissions standards.

Progression through Programs: Teacher education (M.S. Ed.) candidates must meet standards for program progression before entering upper-level courses and again before student teaching. To be a candidate in good standing, candidates must achieve a 3.0 overall GPA and no less than a B in all required coursework; pass background checks through required fingerprinting processes; demonstrate computer competencies; have satisfactory reports from supervisors of fieldwork; and meet program standards in all courses assessing dispositions, knowledge, and application of skills necessary for being an effective educator. Before student teaching or other clinical work, candidates must have filled any gaps in their general liberal arts and major requirements as identified on admission through transcript analyses. In addition, candidates must have passed all required workshops and taken all certification exams prior to student teaching.

Certification: Students must hold at minimum a 3.0 overall GPA and grades of B or better in all education courses, meet all additional course requirements as outlined in the Bulletin, and receive at least Bs in all practicum and student teaching classes to qualify for College recommendation for certification. In addition to coursework, students are required to meet all additional New York State requirements to be eligible for recommendation for certification. See the website for the most up-to-date information on current state requirements. Students are ineligible for recommendation for certification if the Board of Education, the school, or the student teaching supervisor suggests the candidate be removed from the placement site.

Programs of Study

Master of Science in Education – Childhood Education/Students with

Disabilities (1–6)

The Childhood Education program leads to New York State (NYS) initial/professional certification in Childhood Education (1-6) and Childhood Education for Students with Disabilities (1-6).

Program Requirements

The program requires 39 graduate credits. In preparation for student teaching, candidates complete field placements in educational settings, distributed throughout portals. Field placements include a specific amount of required and guided professional field experiences directly connected to course content. All candidates must complete required workshops and certification exams prior to student teaching.

Admission Requirements

In addition to general requirements for admission into the Division of Graduate Studies, this program requires an interview with division faculty and transcript analysis to determine the candidate's readiness and preparation for program entry. Program plan can be found on Wagner's Education Website.

Master of Science in Education – Adolescent Education/Students with

Disabilities (7–12)

The Adolescent program leads to dual New York State (NYS) initial/professional certification in both a subject area for Adolescent Education and Adolescent Education for Students with Disabilities—Generalist 7-12. The state approved a **residency option** for our 7-12 graduate program- 39 credits. It is an option within our current program. A residency provides students with the opportunity to be placed at assigned schools, full-time during the day while they complete their Masters in the evening. The residency option mirrors our current 7-12 program except for two courses. All courses are the same except: 676 A and 676B. These two courses replace student teaching since residents do a "residency" not a student teaching experience. Subject area certification is available in the following disciplines:

History

Biology

Chemistry

French

Social Studies

Mathematics

Spanish

Physics

Biology

English

Program Requirements

The program requires 39 graduate credits.

In preparation for student teaching, candidates complete specific field placement directly connected to course content to ensure candidates have appropriate field experience. All candidates must complete required workshops and certification exams prior to student teaching.

Admission Requirements

In addition to general requirements for Admission into the Division of Graduate Studies, this program requires a transcript analysis to make sure all students have the necessary background to support studies in specific content areas in which the candidate is seeking certification.

* Students not meeting the undergraduate course requirements may appeal to co-enroll in graduate education courses while completing these required classes, though all credits must be completed before being eligible for entry into the clinical internship component of the program.

* An interview with division faculty to determine the candidate's readiness for program entry following a review of each applicant's application.

Program plan can be found on Wagner's Education website.

Master of Science in Education – Early Childhood

Education/Students with Disabilities (Birth-Grade 2)

The Early Childhood program is available only to candidates who hold a valid certification in either childhood or early childhood education. The program leads to NYS initial/professional certification in Early Childhood Education and Early Childhood Education for Students with Disabilities (Birth-2nd grade)

Program Requirements

A minimum of 37 credits is required. Candidates complete an action research project-thesis as part of the program requirements. In preparation for the clinical practicum, candidates complete field placements and professional development in relevant educational settings.

Program plan can be found on Wagner's Education website.

GRADUATE COURSE DESCRIPTIONSED

550A Student Teaching: Inclusive/Childhood Grades 1-3. *Three credits*. The teacher candidate's preparation for teaching diverse children in grades 1-3 culminates in a full-time, seven week, 220-hourdirected teaching experience in an accredited inclusive and/or self-contained classroom led by a teacher certified in the target certification area. The experience includes orientation to school and classroom, practice in planning instruction, developing teaching and evaluation skills, and improving professional relations skills. Candidates are expected to participate fully in instructional activities throughout the placement, assuming responsibility for the class during the last week, planning, implementing, and assessing technology-enhanced, constructivist, and interdisciplinary instruction. A regularly scheduled reflection seminar totaling 7 hours, led by the student's college supervisor, accompanies the clinical experience. Either ED 550A or ED 560A must be in a special education context. *Prerequisites: Completion of all required Education courses and all required workshops; status as an Education major in good standing, including a B average overall and a B minimum in all courses. In addition, all teacher candidates must take applicable state certification exams for the certificate sought except TPA. Co-requisites: ED 560A, ED 580G. Offered fall and spring.*

ED 559G The Secondary Classroom in an Inclusive Setting. *Three credits*. This course surveys a variety of general and special education topics about secondary schools, including historical and comparative contexts of schooling; socio-cultural influences on student learning; standards-based, professionally aligned curriculum design; content-specific pedagogy; authentic instruction and assessment; and differentiation within the high school context. Candidates develop constructivist instructional units and implement and assess lesson plans. The class explores models of secondary instruction such as tracking, integrated co-teaching, expeditionary, and vocational education *Offered Summer A.*

ED 560A Student Teaching: Inclusive/Middle Grades 4-6 or 7-9. *Three credits.* The teacher candidate's preparation for teaching diverse children in late elementary grades (4-6) or early secondary grades (7-9) culminates in a full-time, seven week, 220-hour directed teaching experience in an accredited inclusive and/or self-contained classroom led by a teacher certified in the target certification area. The experience includes orientation to school and classroom, practice in planning instruction, developing teaching and evaluation skills, and improving professional relations skills. Candidates are expected to participate fully in instructional activities throughout the placement, assuming responsibility for the class during the last week, planning, implementing, and assessing technology-enhanced, constructivist, and interdisciplinary instruction. A regularly scheduled reflection seminar totaling 7 hours, led by the student's college supervisor, accompanies the clinical experience. Either ED 550A or ED 560A must be in a special education context. *Prerequisites: Completion of all required Education courses and all required workshops; status as an Education major in good standing, including a B average overall and a B minimum in all education courses. In addition, all teacher candidates must take applicable state certification exams for the certificate sought except TPA. Offered fall and spring.*

ED 562G Content Area Reading and Writing. *Three credits.* The course explores methods of teaching reading, writing, speaking, listening, and study skills in content area subjects in the secondary curriculum, with an emphasis on working with culturally and linguistically diverse students in inclusive settings. Candidates study the theory and practice of reading and writing, questioning and discussion, vocabulary, study strategies, fiction, and non-fiction across the curriculum. Approaches include collaborative, individual, electronic, and visual instructional techniques to address the needs of diverse classrooms. Using State and professional association standards that support literacy development for diverse learners (TESOL, CEC, and New York State Common Core and subject area standards), candidates plan differentiated content area learning and assessments for students who are English speakers and English language learners and for those with special needs or interrupted formal education (SIFE). Includes 25hours of professional field experience. *Offered Summer A.*

ED 570A Student Teaching: Inclusive/Secondary Grades 10-12. *Three credits.* The teacher candidate's preparation for teaching diverse children in secondary grades (10-12) culminates in a full-time, seven week, 220-hour directed teaching experience in an accredited inclusive and/or self-contained classroom led by a teacher certified in the target certification area. The experience includes orientation to school and classroom, practice in planning instruction, developing teaching and evaluation skills, and improving professional relations skills. Candidates are expected to participate fully in instructional activities throughout the placement, assuming responsibility for the class during the last week, planning ,implementing, and assessing technology-enhanced, constructivist, and interdisciplinary instruction. A regularly scheduled reflection seminar totaling 7 hours, led by the student's college supervisor, accompanies the clinical experience. Either ED 560A or ED 570A must be in a special education context. *Prerequisites: Completion of all required Education courses and all required workshops (ED 500 through ED 503 and ED 506); status as an Education major in good standing, including a B average overall and a B minimum in all education courses. In addition, all teacher candidates must take applicable state certification exams for the certificate sought except TPA. Co-requisites: ED 560A, ED 604. Offered spring.*

ED 580G School, Diversity & Society: Elementary Schools. *Three credits.* This capstone course, which requires a comprehensive professional portfolio demonstrating effectiveness as an elementary schoolteacher, explores broad educational issues in light of current research and candidates' student teaching experiences. Topics such as law, diversity, culturally-relevant pedagogy, educational history and reform, accountability, purposes of schooling, and the teaching profession undergird explorations of practice. Candidates assess their student teaching to improve their daily instructional practice and to become effective, transformational

professionals. In particular, the course develops pre-service teachers' ability to foster individual and group motivation; to use technology effectively; to communicate well with students, colleagues, parents, and community; and to ensure equitable, ethical treatment of students, with high expectations for all. *Prerequisites: Completion of all required Education courses, examinations, and all required workshops, and status as an Education major in good standing, including a B average overall and a B minimum in all education courses. In addition, all teacher candidates must take applicable state certification exams for Childhood/Special Education 1-6 except TPA. Co-requisites: ED 550A, ED 560A.Offered fall and spring.*

ED 600 Curriculum Development and Strategies for Teaching. *Three credits.* This course provides a foundation in constructivist theories of education and their applications to the practice of designing and modifying standards-based curriculum to effectively meet the needs of all students. Topics explored include critical thinking, questioning skills, classroom dynamics, the art of good reasoning, essential questions, affect, interdisciplinary learning, and addressing needs of children with exceptionalities. *Pre-service teachers practice standards-based, curriculum-aligned lesson planning and implementation, with reflective, evidence-based assessment of strengths and weaknesses of various lessons. Includes 10 hours of professional field experiences for Childhood (1-6) students. Offered Summer B and fall.*

ED 601 Learning Environments for Students with Exceptionalities. *Three credits.* This course focuses on the laws, policies, and principles for teaching individuals with different abilities and learning needs within appropriate placements in self-contained and inclusive settings. Using a framework of Universal Design for Learning, teacher candidates identify and analyze abilities and challenges related to specific exceptionalities, exploring evidence-based strategies for instruction, assessment, and assistive/adaptive technology use to ensure all students have access to meaningful, rigorous and standards-aligned educational experiences. Candidates engage Individualized Educational Plans and associated decision-making for inclusive settings emphasizing teaming, cultural inclusion, and family involvement, and incorporating formative and summative assessment of academic and social progress of students with exceptionalities. Includes 30 hours of professional field experiences for Childhood (1-6). *Offered Summer A and spring.*

ED 603 Human Development: Childhood to Pre-Adolescence. *Three credits.* This course provides an overview of major psychological principles as they relate to the emotional, cognitive and moral development of the growing child. In particular, the course examines this development from the early years through adolescence including the understanding of language acquisition as a developmental process. Using current research on motivation and learning, the course explores today's classrooms and the surrounding cultural milieu to understand these psychological dynamics at work. Students are exposed to the importance of parental involvement and behaviors as well as the importance of accurate IEPs to enhance psychological and educational development. Current topics in human development are also be explored, including gender, diversity, inclusion, parenting and home life, mental health and individual differences. Includes 10 hours of professional field experiences. Offered fall.

ED 604 School, Diversity & Society: Secondary Schools. *Three credits*. This capstone course, which requires a comprehensive professional portfolio demonstrating effectiveness as a secondary teacher, explores broad educational issues in light of current research and candidates' student teaching experiences. Topics such as law, diversity, culturally-relevant pedagogy, educational history and reform, accountability, purposes of schooling, and the teaching profession undergird explorations of practice .Candidates assess their student teaching to improve their daily instructional practice and to become effective, transformational professionals. In particular, the course develops pre-service teachers' ability to foster individual and group motivation; to use technology

effectively; to communicate well with students, colleagues, parents, and community; and to ensure equitable, ethical treatment of students, with high expectations for all. *Prerequisites: Completion of all required Education courses for secondary education and all required workshops and examinations; status as an Education major in good standing, including a B average overall and a B minimum in all education courses. In addition, all teacher candidates must take applicable state certification exams for Adolescent/Special Education 7-12 except TPA. Co-requisites: ED 560A, 570A. Offered spring and fall.*

ED 605 Dynamics of Human Relations. *Three credits.* This course studies the cultures and subcultures existing in learning environments at all levels with an emphasis on the interaction among and between groups. Course participants explore the dynamics of cultural conflicts in learning situations in an effort to promote respectful, collaborative relationships that foster individual and group motivation. The class analyzes historical structures and cultural norms that have had differential impacts on various groups, including roles that families, schools, institutions, and government have played in supporting or denying individual and group access to quality life and learning experiences. In particular, the course analyzes how changes in the structure of the family, the economic system, and the educational system have impacted society, particularly through the content and delivery of an equitable and ethical curriculum. Students engage other cultures using digital learning and communication tools. Includes 15 hours of professional field experiences for all programs except GAE. *Often offered summer, fall and spring.*

ED 607 Human Development: Adolescence Through Adulthood. *Three credits.* This course is designed to provide an overview of major psychological principles as they relate to the emotional, cognitive and moral development of the emerging adult, with a particular focus on personal growth in adolescents and young adults. Using current research on motivation and learning, the course explores today's secondary classrooms and current teenage cultural norms to understand these psychological dynamics at work. Teacher candidates are exposed to the importance of parental involvement and behaviors and study effective approaches to motivating and educating adolescents in inclusive, diverse secondary classrooms. Current topics in human development are also be explored, including gender, diversity, inclusion, parenting and home life, mental health and individual differences. Includes 10 hours of professional field experiences for all programs except GAE. *Offered fall and spring.*

ED 608 Philosophical Foundations of Education. *Three credits.* This course explores educational policy and practice through examination of philosophical theories and approaches. The course identifies and explores major epistemological, ethical and political theories and how they impact and are informed by education in a democracy. The course develops awareness of the complexities of the aims of education in a democracy with an emphasis on what it means to educate for democratic citizenship. Fundamental axiological and epistemological issues around curriculum design, family involvement, pedagogical approaches and school reform are addressed. Questions in philosophy of mind such as nature of the person, personal identity and issues around human nature are also explored. Further issues addressed in the course include the epistemological and ethical basis for feminist pedagogies and the nature and purpose of moral education. Includes 10 hours of professional field experiences. *Offered Summer B.*

ED 613 Inclusive Methods I: Social Studies, PE, & Health. *Three credits.* This course provides teacher candidates with the theoretical knowledge and practical skills they need to effectively teach social studies, physical education, and health within diverse classrooms across a spectrum of abilities, particularly children with low-incidence exceptionalities, in the 1-6 setting. Candidates study State and professional association standards that support these disciplines (ACEI, NCSS, ISTE, AAHPERD, CEC, and New York State Learning Standards,

including the Common Core) to plan, implement, and asses interdisciplinary inquiry-focused lessons designed to meet all students' needs. Candidates create technology-enhanced, content-specific lessons that emphasize hands-on, constructivist-oriented practices. Includes 20 hours of professional field experiences. *Prerequisite: ED 650.Generally offered fall or spring; check with the department for current cycle.*

ED 614 Inclusive Methods II: Science, Math, Technology, and Arts. *Three credits.* This course provides teacher candidates with the theoretical knowledge and practical skills they need to effectively teach mathematics, science, technology, and the fine arts within diverse classrooms across a spectrum of abilities, particularly children with high-incidence exceptionalities, in the 1-6 setting. Candidates study State and professional association standards that support these disciplines (ACEI, NCTM, NSTA, ISTE,NAEA, CEC, and New York State Learning Standards, including the Common Core) to plan, implement, and assess interdisciplinary inquiry-focused lessons designed to meet all students' needs. Candidates create technology-enhanced, content-specific lessons that emphasize hands-on, constructivist-oriented practices. Includes 20 hours of professional field experiences. *Prerequisite: ED 650.Generally offered fall or spring; check with the department for current cycle.*

ED 615 Parent, Family, and Community Cooperation and Collaboration. *Three credits*. This course offers an overview of the changes in contemporary society and families that influence children with a range of exceptionalities from birth through second grade. Children are members of family units as well as larger, culturally diverse, social networks and systems; accordingly, their growth and development is linked with the cultural context that informs parent, family, and community involvement. Candidates learn possibilities for parental and family involvement in the out-of-home care and education of young children, including the provision of family-centered services for children with special needs. The class addresses a range of collaborative partnerships that support learning, in particular examining effective approaches for teenage parents, foster care, adoption, single-parent homes, step-families, language minority parents and families, divorced and blended families, and early intervention services for families with children with mild, moderate, or severe exceptionalities. Includes 25 hours of professional field experiences. *Offered fall.*

ED 618 Holistic Instruction: Aesthetic Education and Curriculum. *Three credits.* This course studies educational goals that move beyond mere academic learning. Theoretical connections between aesthetic education and emotional intelligence, including the ways in which these arenas support academic development, provide the foundation for the class. Teacher candidates design and experience lessons for young children geared towards the development of emotional intelligence through the use of the arts, exploring what assessment might mean in an aesthetically and emotionally orientated curriculum. The notions of multiple intelligences and differentiation for various learning styles and exceptionalities forma key portion of the course. Includes 25 hours of professional field experiences. *Offered fall.*

ED 620 Advanced Curriculum Development and Instruction (Birth-2). *Three credits.* This course applies current theories of child and curriculum development to the effective design of early childhood learning environments. Candidates learn to create physical environments and developmentally and age-appropriate curricula, ensuring classroom management strategies are respectful of physical, cultural, language, and societal diversity. Participants develop, implement, and assess early childhood curricula that have intellectual integrity, reflect the knowledge base of different disciplines, and offer possibilities for curricular integration across disciplines. Environmental, curricular and behavioral adaptations and assessments for children with special needs are considered throughout the course. *Co-requisite: ED 620L.Offered spring.*

ED 620L Advanced Curriculum Development and Instruction (Birth-2) Lab. *One credit.* This 40-hour practicum of professional field experiences requires candidates registered for ED620 to work in a minimum of two placements in early childhood/special education contexts to provide targeted early interventions on a one-on-one basis with a student needing specialized social, emotional, behavioral, or intellectual supports. Candidates prepare a portfolio that includes the results from interviews, inventories, and informal assessments. *Co-requisite: ED 620. Offered spring.*

ED 621 Linguistic, Numerical and Artistic Symbols and Tools (Birth-2). *Three credits*. This course explores interdisciplinary approaches to the development of language acquisition, numeracy, creative expression, and literacy skills. Topics include the influence of parents and community and characteristics and behaviors of children birth to second grade. Course discussions focus on diversity and children with special needs, exploring effective ways to differentiate standards-based instruction based on formative and summative assessment. Includes 25 hours of professional field experiences. *Offered Summer A.*

ED 622 Learning Differences in the Inclusive Setting (Birth-2). Three credits. This course presents an overview of children with learning differences who are placed in inclusive early childhood settings from birth to second grade. Teacher candidates study the needs of young children with exceptionalities, with an emphasis on developing nurturing and stimulating environments that are specifically organized and adjusted to promote optimal functioning for each child. The course explores approaches for and evidence around early interventions for young children with mild, moderate, and severe exceptionalities. Candidates practice designing and implementing interventions within legal and ethical frameworks that ensure appropriate delivery of services for all children, including those with and at risk for exceptionalities, receive appropriate services. Includes 25 hours of professional field experiences. *Offered spring.*

ED 624 Action Research. *Three credits.* This course examines research design, methodology, and qualitative and quantitative analyses through the lens of action research. Participants conduct literature reviews, build or select a conceptual framework, and design an action research project intended to deepen their knowledge of their field, to develop their leadership skills by promoting learning among colleagues, and to support positive change within their organizations. Includes 10 hours of professional field experience. *Offered spring.*

ED 635 Advanced Studies in Literacy for the B-6 Inclusive Setting. *Three credits.* This course examines the processes, theories, and models underlying literacy development. Teacher candidates practice supporting students in the developmental process of becoming sophisticated readers, writers, speakers, and listeners. Using State and professional association standards that support English Language Arts learning, including ACEI, IRA, CEC, and New York State Common Core standards, candidates plan, implement, and assess the impact of interdisciplinary inquiry-focused lessons using both fiction and non-fiction to meet all students' ELA learning needs. Includes 25 hours of professional field experiences. *Offered spring.*

ED 636 Intervention Strategies for Students with Reading Difficulties. *Three credits*. This course explores the complex characteristics and needs of individuals with reading difficulties, including linguistically and culturally diverse children across a wide spectrum of abilities. Candidates study approaches for teaching reading, including strategies such as controlled sight vocabulary; analytic phonics; organizing and summarizing; the use of mnemonics, background knowledge, and context clues; problem solving; and relational thinking. Using State and professional association standards that support literacy development for diverse learners, including TESOL, CEC, and New York State Common Core standards, candidates plan, implement, and assess the impact of

interdisciplinary inquiry-focused lessons designed to provide effective interventions for students struggling with literacy development. Includes 25hours of professional field experiences. For candidates in B-6 literacy program, this course is taken concurrently with ED 636L. *Offered summer and fall.*

ED 647 Educational Assessment and Testing. *Three credits.* This course examines instructional techniques that focus on effective practices for students with disabilities. Candidates practice developing and implementing NYS Common Core-aligned differentiated instruction for students with exceptionalities across both inclusive and self-contained special education environments. Students also learn how assistive and adaptive technology facilitate learning for students with disabilities in various environments. Includes25 h.ours of professional field experiences for all programs except GAE. *Generally offered fall*

ED 650 The Elementary Classroom in an Inclusive Setting. *Three credits.* This course surveys a variety of general and special education topics about elementary schools, including historical and comparative contexts of schooling; socio-cultural influences on student learning; curriculum design; classroom management; and differentiation within the elementary school context. Candidates develop instructional units and implement and assess lesson plans that incorporate informal assessment and result in appropriate modifications for re-teaching and curriculum revision. The class explores philosophies and models of elementary instruction such as grouping, integrated co-teaching, constructivism, and cooperative learning. Includes 15 hours of professional field experiences. *Generally offered fall or spring; check with thedepartment for current cycle.*

ED 654 Theory and Practice of Second Language Acquisition. *Three credits.* This course provides a theoretical and practical overview of linguistically diverse students and the various potential pedagogical approaches that can be adapted to meet their needs. The course begins by providing a clear linguistic foundation, explaining how linguistically diverse students and students with exceptionalities learn language and the psycholinguistic and sociolinguistic implications of this language process, enabling students to plan relevant learning experiences that utilize both individual and collaborative approaches to incorporate home and community languages. Looking at the issue of second language acquisition from a pedagogical and administrative perspective, a number of educational alternatives are discussed including submersion, pull-out ESL, bilingual education, immersion, and two-way bilingual education. These programs are examined using such criteria as feasibility, theoretical assumptions, research evidence and impact on students. Finally, the legal implications of these programs are discussed. Includes 30 hours of professional field experiences for all programs except GAE. *Offered summer and fall.*

ED 656 Classroom Management. *Three credits.* This course covers the concepts of individual and classroom management with an emphasis on designing, implementing, and evaluating strategies. Teacher candidates learn how to establish a classroom culture that maximizes engagement and thus minimize disruptions, learning how to address behavior efficiently, effectively, ethically, and with minimal disruption to the learning process. Participants learn to conduct functional assessment with secondary students, including those with mild, moderate, severe, and multiple exceptionalities, using classroom-based technology to support students' progress towards behavioral goals. The course examines the challenges and positive effects of educational programs for individuals with exceptional learning and behavioral needs. Includes 20 hours of professional field experiences for all programs except GAE. *Offered summer and fall.*

ED 668 Inclusive Secondary Methods: Mathematics. *One credit.* This course examines research and the effects of educational theories upon the objectives, curriculum design, and delivery approaches of mathematics in inclusive classrooms. Undertaken within a social construction framework, the course emphasizes the

development of a standards-based curriculum in a student-centered environment. Candidates learn and apply standards-based theories and effective practices around the teaching of Mathematics (NCTM), technology (ISTE), and individuals with exceptionalities (CEC). Candidates plan, Implement, and assess consecutive lessons that demonstrate their abilities to teach inquiry-based, standards-aligned constructivist lessons. *Co-requisite: ED 680. Offered fall.*

ED 669 Inclusive Secondary Methods: Science. *One credit*. This course examines research and the effects of educational theories upon the objectives, curriculum design, and delivery approaches of science instruction in inclusive classrooms. Undertaken within a social constructionist framework, the course emphasizes the development of a standards-based curriculum in a student-centered environment. Candidates learn and apply standards-based theories and effective practices around the teaching of science(NSTA), technology (ISTE), and individuals with exceptionalities (CEC). Candidates plan, implement, and assess consecutive lessons that demonstrate their abilities to teach inquiry-based, standards-aligned constructivist lessons. *Co-requisite: ED 680. Offered fall.*

ED 673 Inclusive Secondary Methods: Social Studies. *One credit.* This course examines research and the effects of educational theories upon the objectives, curriculum design, and delivery approaches of social studies instruction in inclusive classrooms. Undertaken within a social constructionist framework, the course emphasizes the development of a standards-based curriculum in a student-centered environment. Candidates learn and apply standards-based theories and effective practices around the teaching of social studies (NCSS), technology (ISTE), and individuals with exceptionalities (CEC). Candidates plan, implement, and assess consecutive lessons that demonstrate their abilities to teach inquiry-based, standards-aligned constructivist lessons. *Co-requisite: ED 680. Offered fall.*

ED 674 Inclusive Secondary Methods: Language Arts. *One credit.* This course examines research and the effects of educational theories upon the objectives, curriculum design, and delivery approaches of English Language Arts instruction in inclusive classrooms. Undertaken within a social constructionist framework, the course emphasizes the development of a standards-based curriculum in a student-centered environment. Candidates learn and apply standards-based theories and effective practices around the teaching of English (NCTE), technology (ISTE), and individuals with exceptionalities (CEC). Candidates plan, implement, and assess consecutive lessons that demonstrate their abilities to teach inquiry-based, standards-aligned constructivist lessons. *Co-requisite: ED 680. Offered fall.*

ED 675 Inclusive Secondary Methods: Languages Other Than English. *One credit.* This course xamines research and the effects of educational theories upon the objectives, curriculum design, and delivery approaches of foreign language instruction in inclusive classrooms. Undertaken within a social constructionist framework, the course emphasizes the development of a standards-based curriculum in a student-centered environment. Candidates learn and apply standards-based theories and effective practices around the teaching of foreign language (ACTFL), technology (ISTE), and individuals with exceptionalities (CEC). Candidates plan, implement, and assess consecutive lessons that demonstrate their abilities to teach inquiry-based, standards-aligned constructivist lessons. *Co-requisite: ED 680. Offered fall.*

ED 676 Clinical Residency Inclusive/Middle Grades or High School. *Three credits.* Teacher candidates participate in a full-time clinical experience at an assigned school. Supported by a mentor at the middle/high school level and a mentor at the college level, mimics the experience of a full-time educator and it includes

orientation to the school and classroom, the planning of culturally responsive, inclusive, and differentiated instruction, and participation as a professional in the life fi the school. *Pre- req. Completion of all state mandated workshops and certification examinations. Co-req*. ED 680, ED 647,ED 656, ED 676 (1). Offered fall.*

ED 676A Clinical Residency Inclusive/Middle Grades or High School. *Three credits*. Teacher candidates participate in a full-time clinical experience at an assigned school. Supported by a mentor at the middle/high school level and a mentor at the college level, teacher candidates immerse themselves in the daily life of a school. The clinical experience mimics the experience of a full-time educator and it includes orientation to the school and classroom, the planning of culturally responsive, inclusive, and differentiated instruction, and participation as a professional in the life if the school. *Pre- req. Completion of all state mandated workshops and certification examinations. Co-req*. ED 680, ED 647, ED 656, ED676 (I). Offered fall. * ED 668, 669, 673, 674, or 675 Based on content area specialty.*

ED 676B Clinical Residency Inclusive/Middle Grades or High School. *Three credits.* Teacher candidates participate in a full-time clinical experience at an assigned school. Supported by a mentor at the middle/high school level and a mentor at the college level, teacher candidates immerse themselves in the daily life of a school. The clinical experience mimics the experience of a full-time educator and it includes orientation to school and classroom, the planning of culturally responsive, inclusive, and differentiated instruction, and participation as a professional in the life if the school. Students complete their TPA. *Pre- req. Completion of all state mandated workshops and certification examinations and completion of ED 676 A. Co-req. ED 604 and ED 607. Offered spring and summer.*

ED 680 Inclusive Secondary Education Curriculum and Methods. *Two credits.* This course, in conjunction with a disciplinary-specific one-hour class, provides content-specific pedagogical explorations and applications in inclusive middle and high school settings. The course deals specifically with ideas, strategies, and techniques for teaching content at the appropriate license level, with explicit inclusion of technology and media-supported learning. Undertaken with a social constructivist framework, teacher candidates explore how curriculum can be adapted to meet the needs of students who have different learning styles and needs, creating a safe, inclusive learning environment. Candidates demonstrate their ability to implement a pedagogically sound and effective curriculum in a high school classroom and with middle school students using State, ISTE, and CEC standards, as well as pertinent specialty association standards (NCSS, NCTM, NSTA, NCTE, ACTFL). Includes 50 hours of professional field experience. *Co-requisite: ED 668, ED 669, ED 673, ED 674, or ED 675. Offered fall.*

ED 693: Independent Study. *Three credits.* Supervised independent research projects developed by the student with faculty advisement. Restricted to advanced majors. *Offered as needed.*

ED 694 Practicum in Early Childhood. *Three credits*. This culminating 50-hour practicum provides candidates with in-depth experience in at least two developmentally appropriate birth-2nd grade settings, including settings that serve students with diverse learning needs and students identified on the autism spectrum disorder. Under supervision of certified specialists at each placement, candidates implement instructional and intervention strategies to support children's social, emotional, and intellectual development, including children with mild, moderate and severe exceptionalities, including autism spectrum disorders. *Offered spring.*

ED 699 Action Research Project. *Three credits.* This course supports students in their research and writing of an action research capstone project, as planned in ED 624 and approved by the candidate's committee. The research must be appropriate to the degree and must involve an intervention that is designed to help students or colleagues grow in ways that will either support the individual or the organization. A major goal of the project

is to integrate knowledge and reflect critically on education theories and perspectives, demonstrating practical judgments informed by theory and perspectives, demonstrating practical judgments informed by theory and research. Includes 30 hours of professional field experiences. *Prerequisites: ED 624.Offered spring and Summer A.*

ED 699L Action Research Project. Lab *One unit* This 1 credit seminar is paired with ED699 and allows faculty and students to reflect on and analyze the action research projects that they have constructed together. *Prerequisite: 30 credits including ED624.*New subpage content

Program Curriculum Requirements

ENGLISH

ENGLISH DEPARTMENT

The English Department offers the following programs:

Please note that these programs are available only to students who matriculated prior to the fall 2025 academic year.

● English (BA, minor)

● Dual Degree in English and Childhood Education (B.A., housed in Education Department)

● Journalism (minor)

● Writing (minor)

● Comparative Literature (minor)

● Communications (minor)

● Digital Studies and Experimental Humanities (minor)

ENGLISH (B.A.)

The English major investigates the value of literature in terms of its aesthetic, formal, historical, political, and social characteristics. Students study literature from different historical time periods as well as an array of critical and theoretical approaches. Faculty are committed to helping students develop a high level of critical reading and thinking skills as well as strong expository writing abilities. English majors learn skills that prepare them for a variety of career opportunities. The Senior Learning Community includes a reflective tutorial (EN 400) and a capstone seminar course in literature (EN 425). The two courses will be in dialogue with each other, and students are required to write a research paper integrating content from both courses. EN400 will advance students understanding of literary theory and address students career goals. The course also includes an experiential learning component. EN 425 will permit an intensive study of its subject, and the seminar format will permit active student participation. Topics may include an author, genre, or the relationship between the study of literature and another discipline.

Requirements for a Major in English (B.A.) A minimum of 12 units with the following distribution:

Foundation courses (should be taken by the end of sophomore year)—3 units as follows: EN 109 or 111, 211, 212.

Core British and American courses (should be taken by the end of junior year)—3 units, one from each of the following groups:

Pre-1800 British or European literature course from the following: EN 202, 205, 232, 255, 304, 327. Post-1800 British literature course from the following: EN 206, 210, 224, 225, 314. American literature course from the following: EN 216, 226, 227, 228, 332, 342, 348.

Elective courses 3 units from among EN 203, 213, 215, 217, 229, 230, 270, 274, 280, 291, 310, 316, 323, 331, 347, 351,356, 357, 593. FM 201, 322.*A student can count either EN 230 or FM 201 toward the two allowed film/ writing courses among English electives, but cannot count both.*

Please note: Additional core courses beyond the required three may be counted as electives. A maximum of two courses from either of the following two categories may be counted as electives:

1. Courses devoted primarily to film (designated “F”): EN 230, 331, 356, 357 and EN 291 or 593 when they focus primarily on film).

2. Courses devoted primarily to writing rather than literature: EN 215, EN 217, EN 280, EN 316, JR011, JR 261, JR 321, JR 363, JR 366, JR 368, JR 372, JR 373, JR 376, and EN or JR 291 or 593 (when they focus primarily on writing).

Upper Level Required courses—3 units: EN 330 Shakespeare Survey (should be taken by the end of junior year); EN 400 Senior Reflective Tutorial; EN 425 Senior Seminar

Only English courses in which a student earns a grade of C- or higher will count toward the English major. Although the study of a foreign language is not required, students majoring in English are strongly urged to undertake such a study.

Note that EN 012, 101 and 110 do not count toward the English major, minor or the dual major.

Requirements for a Dual Major in English and Childhood Education (B.A)

For the Education component of the dual major please consult the Education section. The English component of the dual major consists of a total of 11 units with the following distribution:

Foundation courses (should be taken by the end of sophomore year)—3 units: EN 109 or 111, 211, 212

Core British and American Courses (should be taken by the end of junior year)—3 units:Pre-1800 British or European literature course (see list above in the English major)Post-1800 British literature course (see listing above in the English major)American literature course (see listing above in the English major)

Elective courses—4 units

See listing above in the English major

Required course: EN 330 Shakespeare Survey

One of the core or elective courses must be an intercultural course (designated by “UU”). As with the regular English major, additional core courses beyond the required three may be counted as electives. A maximum of two courses from either of the following two categories may be counted as electives:

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

2. Courses devoted primarily to writing rather than literature (see listing above in the English major) Only courses in which the student earns a grade of C- or higher will count toward the English portion of the dual program.

Note: English majors who minor in secondary education qualify for an accelerated master’s degree leading to teacher certification. See the Education Department in the Graduate section of the Bulletin for more information.

Requirements for a Minor in English

A minimum of 5 units, including two foundation courses (EN 109 or 111 and either 211 or 212), one core British or American course, and two electives.

Requirements for a Minor in Journalism

A minimum of 6 units, including JR 011 (which must be taken twice), JR 261, the two-unit internship in journalism (either one-unit JR 397, taken twice, or two-unit JR 497, taken once), and two electives.

Requirements for a Minor in Writing

A minimum of 6 units, consisting of the following: one course in creative writing (EN 215, EN 316, TH290, FM 322), one full-unit course in journalism or SP 235, two writing-intensive courses in literature at the 200-level or above, one elective from the three groups above, and one unit of internship or an additional elective.

Requirements for a Minor in Comparative Literature

Comparative Literature addresses literary study from an international perspective. This approach to literature advances the idea that the study of literature is enhanced by knowledge of surrounding texts, languages, and cultures, and thus Comparative Literature emphasizes intersections between literature and global cultural, philosophical, and linguistic contexts. The minor is comprised of 5 courses: 1 core course, EN229: Introduction to Comparative Literature (EN 212 may be substituted if necessary), and 2courses from 2 of the following areas: 300-level English courses, 200-300-level French, Spanish, or Italian courses. At least one course must be conducted in French, Spanish or Italian.

Requirements for a Minor in Communications

The Communications Minor prepares the students for careers in the media and public relations. As an interdisciplinary program, it combines writing skills with the technical knowledge of media production and digital savvy. Students will develop their written and oral communication skills, study the nature of media (including journalism, film, and digital platforms), and learn some techniques of production.

Required Media and Digital Studies (1 unit) EN212 Introduction to Literary Analysis and Theory; EN270 Introduction to Digital Humanities; EN274 Digital Rhetoric and Multimodal Composing; EN331 Topics in World Cultures and Cinemas; FM201 or EN230 Introduction to Film Studies; FM223 Introduction to Media Studies; FM260 History of Film; ML316 International Filmmakers

Required Journalism and Writing (1 unit) EN280 Writing Intensive Tutoring; EN215 Introduction to Creative Writing; EN316 Advanced Creative Writing; FM322 Screenwriting IJR, any Journalism (JR) course; TH290 Playwriting

Required Production (1 unit)AR203 Graphic Design I; FM101 Introduction to Filmmaking; FM221 Video Editing*; FM224 Cinematography*; FM330 New Modes in Documentary Film*

Required Speech (1 unit) Modern language – any modern language (ASL, FR, GE, IT, or SP); SPC102 Voice and Diction; SPC 103 Public Speaking; SPC 252 Mock Trial

Electives (2 units) Any of the courses listed above.

Courses marked by an * require FM101 as a prerequisite.

Requirements for a Minor in Digital Studies and Experimental Humanities

The Digital Studies and Experimental Humanities Minor (abbreviated Experimental Humanities) offers an interdisciplinary approach to the question of how digital technologies mediate our understanding of ourselves. Experimental Humanities emphasizes reflective, critical engagement as students explore the intersections between digital methodologies and humanities scholarship. A wide range of courses introduce students to different digital techniques for research, analysis, public engagement, and publication. Each student gains experience with hands-on, creative digital work, and students will have opportunities to conceive and build digital projects independently and with teams of other students. Students will be encouraged to take courses from a variety of disciplines in addition to two core courses in digital humanities. This minor is housed in the English Department.

Required Introductory Course (1 unit) EN 270 Introduction to Digital; EN 274 Digital Rhetoric and Multimodal Composing

Theory (2 units) AN 325 Culture, Power, and Place; EN 270 Introduction to Digital Humanities; EN 274 Digital Rhetoric and Multimodal Composing; FM 201 Introduction to Film Studies or EN 230; Introduction to Film; FM 223 Introduction to Media Studies; HI 229 Museums, Myths, and Memory; PS 249 Psychology of Media

Production (2 units) AN 306 Digital Spatial Technology; AR 114 Photography I; AR 130 Digital Photography; AR 203 Graphic Design I; CS 130 Introduction to Programming or CS 132 Object-Oriented Software Development for the World Wide Web; CS 142 Techniques of Programming; CS 212 Computer Graphics; *CS 345 Database Systems*; CS 352 Computer Networks, Net Properties, & Distributed Applications; FM 101 Introduction to Filmmaking; FM 221 Video Editing; FM 330 New Modes in Documentary Film*; MU 217 Introduction to Music Technology*

Internship or Elective (1 unit) EN 4XX Internship in Digital Humanities Elective can be any of the courses listed above. *Courses marked by an* have prerequisites.

COURSE DESCRIPTIONS

Note that EN 012, 101 and 110 do not count toward the English major, minor or the dual major.

EN 012 Foundations in Writing. *Zero Units*. A foundation course in basic college-level writings skills to assist selected students in meeting the requirements of the first-year program RFT. *Offered Spring semesters.*

EN 101 College English. (H) *One unit.* An introduction to the writing process and to the requirements of college writing. This course is only to be used to make up for a student's failure of the first year writing course. *Offered fall semester.*

EN 111 World Literature. (H) (R) (UU) (WW). *One unit.* An introductory course covering fiction from English-speaking countries other than the U.S. and Great Britain such as Canada, India, and South Africa and writing in translation from such areas as Africa, Asia, Europe, and Latin America. The course will focus on a specific theme. Sections of the course taken as part of a First Year learning community may not be used to fulfill the writing-intensive course requirement. *The course is part of the foundation of the English major and majors should take it by the end of sophomore year. Students who take EN 109cannot take EN 111. Offered fall and spring semesters.*

EN 202 Chaucer. (H) (O) (RR) (WW) *One unit.* Geoffrey Chaucer is one of the most humorous writers in English literature. From his perspective as a middle class man rubbing shoulders with the aristocratic employers at the royal court, he saw the foibles of all the social classes in the rapidly changing England of the fourteenth century. We will read a selection of his Canterbury Tales told by such pilgrims as the Pardoner and the Wife of Bath, tales that take the form of confession, romance, and bawdy tale, to name just a few. *Offered as required*

EN 203 The Spiritual Quest in Literature. (H) (C) (RR) (U) *One unit.* An examination of some major pieces of literature, which draw heavily upon religious themes and concepts for their content. How, for example, do fictional works deal with the issues of guilt, punishment, faith, and the quest for salvation? What is salvation? How, also, are God and Christ conceived in contemporary fiction? Cross-listed w/RE203. *Offered fall semester.*

EN 205 Crime and Violence in 18th Century Literature. (H) (L) (RR) (WW) *One unit.* The class on eighteenth-century literature explores literature of emerging literary genres from this time period including the rise of the novel, neoclassical poetry, travel memoir, essay, drama, and polite letters among such canonical authors as Defoe, Pope, Swift, Fielding, Johnson, Wollstonecraft, Equiano, Sancho, and others as well as non-canonical texts. Literary culture responded to different historical changes including the emergence of empirical science, enlightenment philosophy, the beginnings of the industrial revolution, and the expansion of overseas colonies and the transatlantic slave trade. O***ffered as required.***

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

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

EN 211 British Literature Survey. (H) (O) (RR) (WW) *One unit*. A reading of major works from the Middle Ages to the twentieth century with a focus on their historical context. Readings will be selected from such authors as Chaucer, Shakespeare, Donne, Milton, Pope, Keats, Austen, Conrad, Eliot, Joyce, and Woolf. The course is part of the foundation of the English major and should be taken by the end of the sophomore year. *Offered spring semester.*

EN 212 Introduction to Literary Analysis and Theory. (H) (LL) (RR) (WC) *One unit.* This course is an introduction to the conventions of literature and to a variety of theoretical approaches to it (psychoanalytic, structuralist, Marxist, feminist, etc.). Readings will include poetry, fiction (the works of authors such as Nicolai Gogol, Salman Rushdie and Nicola Griffith), and various critical articles and introductory readings on theory. Students will learn the research tools necessary to locate and evaluate literary critical sources. Writing assignments will require the integration of literary interpretation, critical ideas, and theoretical approaches. *The course is part of the foundation of the English major and should be taken by the end of the sophomore year. Offered fall and spring semester.*

EN 213 Hispanic Literature in English Translation. (H) (RR) (U) (WW) *One unit.* This is a course in English designed to introduce several masterworks of the Spanish and Latin American literary traditions to students who may or may not be ready to read the texts in the original language. Readings include selections from early peninsular works, such as El Cid and the Quixote, pre-Columbian texts, such as the Popul-Vul, poetry from colonial Mexico's Sor Juana and, finally, contemporary works from both Latin America (Borges, Cortázar, Allende) and Spain (Matute, García Lorca, Arrabal). Cross-listed as SP 213. *Offered as required.*

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

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

EN 217 Poetry and Performance. (H) (C) (O) (WC) *One unit*. Poetry and Performance is a creative writing class where students combine the art of poetry writing with the art of spoken word and public performance. Student will read and study poetry in both its written form and in other forms (spoken word, video, social media, digital, etc.) They will workshop their own poetic compositions with their peers.

EN 224 Orphans, Poverty and Scandal in 19th Century British Literature. (H) (L) (RR) (WW)*One unit.* The plight of orphans such as Dickens's Oliver Twist, the poverty that drives flawed decision-making for Braddon's Lady Audley and the fear of scandal that haunts many of Sherlock Holmes's clients are examples of the issues we will study in this course. The tension between a rapidly changing society and tradition and social conventions

wreaks havoc for Victorian characters. Expanding views of women's rights, the pressure of maintaining a vast empire and the influence of increasing industrialization all challenged the familiar and comfortable ideas of nineteenth-century English people. *Offered as required.*

EN 225 Ghosts, Vampires and Civilization in English Gothic Fiction. (H) (L) (RR) (WW) *One unit.* This course focuses on the English novel as it evolves from the 18th century through the end of the 19thcentury. The gothic tradition that begins with Walpole's The Castle of Otranto includes explorations of the supernatural, human emotions, family psychology and dysfunction, gender, social norms and their violation, and monstrosity. We will discuss such texts as Charlotte Brontë's Jane Eyre, Charles Dickens's A Christmas Carol, Sheridan LeFanu's Carmilla, Robert Louis Stevenson's Dr. Jekyll and Mr. Hyde and Bram Stoker's Dracula. *Offered as required.*

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

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

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

EN 229 Introduction to Comparative Literature. (H) (UU) (RR) (WC) *One unit.* This course introduces students to Comparative Literature as a discipline. It will expose students to literature from around the world alongside various methodologies of comparative analysis. Students will be invited to compare different national of regional literatures while also raising questions about language, literary translation, genre, and aesthetic form. Such questions may also lead to the critique of historical contexts of transculturation, social identities, and literary transmission or focus on the impact of imperialism and globalization on local, ethnic, and/or regional cultures. *Offered as required.*

EN 230 Introduction to Film. (H) (L) (RR) (WW) *One unit.* This is a fundamental film course which should create good critical viewers with a basic knowledge of film form, concepts, and terminology. Ona practical level, students will be applying what they've learned to film and video of all kinds. Students will also learn basic film history, including the cultural role of international cinematic trends. Equally importantly, students will learn how to identify and disarm the covert political and social assumptions in which films immerse audiences. The amount and level of reading as well as writing standards will be high. Two short papers, a research paper, and class presentations will be required, as well as a mid-term and final exam. *Offered as required.*

EN 232 Medieval Literature. (H) (O) (RR) (WW) *One unit.* The Middle Ages in England was a period of great social change. Labor unrest and the prosperity of the new middle class shook the confidence in society's neat class division into three estates—clergy, aristocracy, and commons. The flagrant corruption of the clergy undermined the spiritual authority of the Church. A new assertiveness on the part of women challenged

stereotyped views of them as either sinful daughters of Eve or exalted courtly ladies. We will read works that explore these issues such as *Sir Gawain and the Green Knight ,Langland's Piers Plowman, and Chaucer's Troilus and Criseyde, as well as love lyrics and biblical drama*. *Offered as required.*

EN 255 Sex and Gender in Medieval French Literature. (H) (RR) (U) (WW) *One unit.* Medieval France saw a new flowering of interest in romantic love, but also a new imposition of control over sexual behavior by the Church. As a result there was an explosion of literature both celebrating and condemning a wide variety erotic attitudes and practices, composed by churchmen, noblemen, and the few women who achieved the education and authority to write. We will read troubadour love lyrics, Arthurian romances, poems debating the merits of same-sex love, and selections from Christine dePizan, widely considered to be Europe's first feminist. All texts, whether written in French or Latin, will be read in English translation. *Cross-listed w/FR 355. Offered as required.*

EN 270 Introduction to Digital Humanities. (H) (WC) (TT) (C) *One unit.* This seminar will introduce Digital Humanities (DH) as a community of practice, a growing interdisciplinary field, and a diverse set of approaches and methodologies for research and making. We will situate DH within the context of book and publishing history. Through seminar discussions and hands-on activities, students will interrogate the boundaries of scholarship and participate in the building of digital scholarship.

EN 274 Digital Rhetoric and Multimodal Composing (H) (LL) (TT) (WC) *One unit.* The languages we use are being shaped and reshaped by interactions between different modes (linguistic, visual, audio, gestural, spatial, and multimodal). Communications is increasingly proliferated with images, music, and text. This course explores digital rhetoric, visual communication, and aesthetic design. Students learn how rhetoric can be applied to analyze messages, communicate effectively through digital composing, and experiment with design.

EN275 Introduction to Podcasting: Writing for Listeners. (H) (TT) (C) (O) *One unit.* Podcasts have grown in popularity, featuring subjects from politics to entertainment. Students will learn the basics of podcasting through interviewing, story development, vocal delivery, layering sound, and how to write for a listening audience. This course will include a combination of analyzing podcasts as well as creating short, creative podcasts with a focus on the process skills rather than content knowledge. This course is project-based on a subject of interest.

EN 280 Writing Intensive Tutoring. (H) (LL) (T) (WW) This course prepares Writing Intensive Tutors (WITs) to work in the College's Writing Center. The class will review the theories, philosophies and pedagogies on the teaching of writing. Students will then apply what they have learned in a 15 week practicum in the Writing Center. (This course is restricted to selected students.) Students will be eligible for, but are not guaranteed, employment in the Writing Center. *Offered spring semesters for 1 or 0 units.*

EN 291 Special Topics. (H) *One unit.* A course dealing with literary topics not covered in the standard courses of the department; its content will be determined by the instructor. Offered as required.

EN 304 Early Modern Literature. (H) (RR) (WC) *One unit*. A study of the non-dramatic literature of the English Renaissance and Restoration periods, with emphasis on discoveries in language, genre, nationality, and the identity of the self. *Offered as required.*

EN 310 Literature in Turn-of-the-Century Paris, Vienna, Berlin, and Barcelona. (H) (C) (RR) (U)*One unit.* A detailed reading of some of the major literary works written in fin-de siècle Paris, Vienna, Berlin, and Barcelona. Along with readings by authors such as Marcel Proust, Colette, Thomas Mann, Rainer-Maria Rilke, and Arthur Rimbaud, this class also addresses the rise of psychoanalysis, the exploration of sexuality, and café culture. Students will visit the Metropolitan Museum of Art and attend a concert at Carnegie Hall. *Offered as required.*

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

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

EN 323 Aliens, Cyborgs, and Time Travel in Literature and Film. (H) (O) (RR) (WC) *One unit.* We will study science fiction from the nineteenth century to the present. Science fiction as social critique will be a focal point of the course. Issues that science fiction works address include crises of self-definition, the interplay between technologies and the humans who create and use them, the fear, anticipation and acceptance/rejection of the alien, the future of society's institutions (from government to religion) and the links between progress, humanity and the natural environment. Reading for the course may include works by H.G. Wells, Isaac Asimov, Philip K. Dick, Ursula K. Le Guin, Nicola Griffith, Octavia Butler and Orson Scott Card. There will also be significant critical reading in this course. *Offered as required.*

EN 327 Advanced Drama: Renaissance and Modern. (H) (R) (WW) *One unit.* Drama, one of the most powerful of artistic experiences, reaches its height in the late English Renaissance and again in the late twentieth century. This course will look first at some of the most compelling of Renaissance non-Shakespearian plays and then at some of the experimentation that has made contemporary drama particularly fascinating. Among the authors we may study from the Renaissance are Kyd, Webster, Middleton, Behn, and perhaps Polwhele. The playwrights of today may include Beckett, Hansberry, Soyinka, Puig, and Wilson. *Offered as required.*

EN 330 Shakespeare Survey. (H) (RR) (WW) *One unit*. A study of selected plays representative of Shakespeare's career as a dramatist. *The course is required of the English major and should be taken by the end of the junior year. Offered fall semester.*

EN 331 Topics in World Cultures and Cinemas. (H) (R) (UU) (WW) *One unit.* This course will engage with world cinema by watching and analyzing the movies and television of different cultures. It may address issues of ethnicity, race, gender, nationality, international relations, and/or the question of globalization. It will comparatively analyze the movies for two or more countries, or focus on transnational political movements in cinema cultures such as "third cinema" and "pan-Africanism." *Offered as required.*

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

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

EN 347 The Study of Fairy Tales. (H) (O) (RR) (WC) *One unit.* We will focus on some traditional European tales, some Asian versions of tales, as well as critical reading and some more modern versions of the stories. Various authors' renderings of "Beauty and the Beast," "Cinderella," and "Bluebeard" area few of the tales we will take up. Angela Carter's versions of some of these tales as well as Maguire's Wicked and Emma Donoghue's Kissing the Witch may be among the twentieth- century texts we read. All writing assignments for the course involve the use of theoretical approaches. *Offered as required.*

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

EN 351 French Women Writers in Translation. (H) (RR) (U) (WW) *One unit.* This course explores women's writing from the unique literary and cultural perspectives of French-speaking society. Readings include such authors as Madame de Sevigne, George Sand, Simone de Beauvoir, Colette, Nathalie Sarraute, and Marguerite Duras. The course also includes writings by francophone West African, Caribbean, and Canadian authors. *Cross-listed w/FR 351. Offered as required.*

EN 356 French Cinema: Retrogrades, Rebels, and Realists. (H) (R) (UU) (WW) *One unit.* This course introduces students to the major developments in the history of French cinema. The course aims to develop students' skills of analysis and interpretation in order to enable them to read and appreciate film as an art form. The course is divided into three parts which present the three principal moments of French cinematic history: the films of Poetic Realism from the 1920s and 1930s; the films of the New Wave from the 1950s and 1960s, and fin-de-siècle films of the 1980s and 1990s. Film-viewings are supplemented by the study of film theory. Taught in English. *Cross-listed w/FR 356. Offered fall semester of even-numbered years.*

EN 357 Italian Cinema. (H) (R) (UU) (WW) *One unit.* Italian cinema provides a fascinating portrait of Italy in the 20th century, chronicling such phenomena as the rise of fascism, the tensions between North and South, and the changing role of women. In addition, it has exhibited impressive narrative and technical innovation, which have been influential on American filmmakers. Directors such as Federico Fellini, Vittorio De Sica, Luchino Visconti, and Sergio Leone will be studied. *Cross-listed w/IT 357.Offered as required.*

EN380 Reading and Writing Poetry. (H) (CC) (RR) (WC) *One unit.* In this course, students will learn and practice the art of writing poetry. Extensive reading of a variety of poetic forms and styles will serve as inspirational models for students' own artistic creations. Students will share their work in a class workshop for feedback. Then, students will revise their work as a final portfolio for possible publication.

EN381 Reading and Writing Fiction. (H) (CC) (RR) (WC) *One unit.* In this course, students will learn and practice the art of writing fiction. Extensive reading of a variety of fictional genres and styles will serve as inspirational models for students' own artistic creations. Students will share their work in a class workshop for feedback. Then, students will revise their work as a final portfolio for possible publication.

EN382 Reading and Writing Creative Nonfiction. (H) (CC) (WW) (R) *One unit.* In this course, students will learn and practice the art of writing creative nonfiction. Extensive reading of a variety of nonfiction styles and forms will serve as inspirational models for students' own artistic creations. Students will share their work in a class workshop for feedback. Then, students will revise their work as a final portfolio for possible publication.

EN 397 Internship. (H) *One unit.* Part-time experience in an off-campus internship working under a site supervisor and with the approval of a faculty mentor. 105 hours required as well as a daily log and journal. The internship does not count toward the English major, dual program with Education or the English minor. *Prerequisite: Junior standing in the English major. Offered as required.*

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

EN 425 Senior Seminar. (H) *One unit.* This course is a culminating experience for the senior English major. The advanced level will permit an intensive study of the subject, and the seminar format will permit active student participation. Topics may include an author, genre, or the relationship between the study of literature and another discipline. *Prerequisite: Senior standing in the English major and successful (C- or higher) performance in EN 212. Offered spring semester.*

EN 496 Internship in Digital Humanities. *(H) One unit.* The internship in digital humanities is part-time work experience on a digital humanities project either on campus or off campus under supervision of a site supervisor and with the approval of a faculty mentor. 105 hours required as well as a daily log or journal. The internship counts toward the minor in Digital Studies and Experimental Humanities.

EN 497 Internship. (H) *Two units.* Part-time experience in an off-campus internship working under a site supervisor and with the approval of a faculty mentor. 210 hours required as well as a daily log and journal. The internship does not count toward the English major, dual program with Education or the English minor. *Prerequisite: Junior standing in the English major. Offered as required.*

EN 593 Independent Study. (H) *One unit.* Supervised independent research projects developed by the student with a faculty mentor. Restricted to advanced English majors. Students planning to write a the sisfor the honors program or departmental honors in English should register for EN 593 for the fall semester of their senior year. *Offered fall and spring semesters.*

Journalism Courses

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

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

JR271 Digital Media Writing. (TT) (WW) (L) *One unit.* Digital Media Writing is a journalism course where students learn how to make and use different kinds of digital technologies such as webpages, podcasts, video productions, and social media. In addition to writing and composing in these various formats, students will also reflect on the contexts for online journalism and other new forms of media including changing technologies, business analytics, and legal frameworks.

JR 321 Dying to Tell the Story. (L) (UU) (WW) *One unit.* Every day journalists risk their lives to tell a story to the world. Many of them are killed in the line of duty: the Freedom Forum Journalism Memorial in Washington, D.C., lists 1,913 names from around the world. Many others are permanently injured physically and psychologically by

what they witness and record. Some even take their own lives. This course surveys work by the valiant reporters, past and present, who put themselves in harm's way to shed light on unrest, tragedy, and injustice. *Offered as required.*

JR 363 Editing for Today's News Room. *One unit.* An introduction to design and editing, which work in tandem in the newsroom. In the editing segment, students learn copyediting, Associated Press style, headline and caption writing, newsgathering techniques, budgeting and story assigning. They develop news judgment and leadership skills. In the design segment, the history of design, the elements of design, typography, photography and the current and evolving trends in new media are explored. Students receive training in Mac design and learn how to successfully assemble a newspaper or magazine page. *Offered as required.*

JR 366 Magazine Writing Editing and Publishing. (C) (R) (WW) *One unit.* Preparation for successful writing for both newspapers and magazines. Extensive classroom editorial sessions. Attention to techniques of style, organization, lead writing, use of quotes and attribution, ethical questions, generating article ideas, and surveying contemporary magazine outlets. Emphasis on covering trends in the arts, politics, popular culture, and social issues. Human interest stories, interviews, profiles, in-depth investigative, and how-to articles also explored, according to the student's interests. Attention to proposals and correspondence with editors, and identifying marketing of final copy. Offered as required.

JR 368 Writing to Persuade. (R) (WW) One unit. The art and craft of reviewing theatre, dance, recordings and concerts, restaurants and cuisine, television and film, new books and magazines, exhibits, and a variety of culture events. The course will focus on freelance techniques for devising story ideas, researching publications, proposing story ideas to editors, writing letters of inquiry, and completing assignments. Students will contribute articles to the Wagnerian. *Offered as required.*

J**R 372 Journalism and Public Relations. (C) (O) (WW)** *One unit*. An exploration of the codependent relationship between these two fields. Students will learn how news people rely on PR people for story ideas and information, and how PR people rely on news people to bring credibility and success to their concepts. They will learn how to market an idea creatively, prepare press releases from press kits, and deal with reporters and editors from the PR angle. They will also learn how to identify and develop a story idea from a press release, and become proficient in handling "rewrites." *Offered as required.*

JR 373 Ethics in Journalism: The National Enquirer to the New York Times. (L) (RR) (WW) *One unit.* Newspaper editors make tough calls every day, based on a professional code of ethics that differs from newspaper to newspaper. What's un-publishable for one is front-page news for another. This course explores ethical issues including sensationalism, libel and slander, the right to privacy, conflicts of interest, and the blurring line between journalism and entertainment. *Offered as required.*

JR 376 History of Journalism. *One unit.* This course traces journalism from the primitive days of wooden type, invented by the Chinese, to the implications of Gutenberg's invention of the printing press and the computerized complexities of the field today. Students will read articles by some of America's earliest reporters (Ben Franklin, Thomas Jefferson, Edgar Allan Poe) and study how writing styles, topics, and newspaper design have changed through the centuries. A collection of old newspapers will be used to illustrate the changes. *Offered as required.*

JR 397 Internship in Journalism. *One unit*. Part-time, on-the-job experience at a New York area newspaper, magazine, television network, or public relations outlet. *Prerequisites: JR 261, minimum 2.5GPA in the major, and approval of the advisor to the journalism minor. Offered as required.*

JR 497 Internship in Journalism. *Two units.* Part-time, on-the-job experience at a New York area newspaper, magazine, television network, or public relations outlet. *Prerequisites: JR261, minimum 2.5GPA in the major, and approval of the advisor to the journalism minor. Offered as required.*

JR 593 Independent Study in Journalism. *One unit.* Supervised independent research projects developed by the student with a faculty mentor. *Prerequisites: JR 261, and approval of the advisor to the journalism minor. Offered as required.*

Program Curriculum Requirements

GOVERNMENT AND POLITICS

GOVERNMENT AND POLITICS DEPARTMENT

The Government and Politics Department offers the following programs:

• Pre-Law (minor)

Please note that the programs below are available only to students who matriculated prior to the fall 2025 academic year.

• Government and Politics (B.A., minor)

• Wagner in Washington, D.C.

• International Affairs (B.A., minor)

• Public Policy and Administration (B.A.)

• Gender Studies (minor)

Pre-Law Minor

Housed in the Government and Politics Department, the Pre-Law minor is an interdisciplinary course of study that engages students in courses in law, philosophy, politics, critical thinking and writing, in order to prepare them for a career in law, public service and related fields. Undertaking this minor will provide several benefits to students. Students will acquire tangible skills in terms of preparing for the Law School Admission Test, as well as become familiarized with the way law school classes are taught, including learning practical techniques related to reading case law and becoming familiar with constitutional law and mock trial.

Requirements for a Minor in Pre-Law

6 units with the following distribution:

Foundations (4 units):

PH 101 (Practical reasoning)

GOV 316 (Constitutional Law)

SO 270 (Criminal Procedure)

SPC 252 (Mock Trial)

Electives (any 2 units from the following pool):

Business: BU 201 Business Law I, BU 202 Business Law II

English: Up to 2 units at the 200- or higher-level

Government and Politics: Up to 2 units in the “American” and “theory” subfields at the 200- or higher-level: not including GOV 316

History:

HI 280 The Holocaust in Film, Theater, video, and the Arts

HI 334 Nazi Germany and the Holocaust

Philosophy: Up to 2 units

Sociology: Up to 2 units from the following pool:

SO 207 Criminal Justice

SO 300 Law and Society

SO 301 Marriage & Family

SO 305 Criminology

SO 306 Crossing Borders: Immigration and American Identities

SO 308 Introduction to Criminal Law

SO 309 Military law

SO 320 Sociology Theory

SO 327 American Legal History

SO 343 Sociological Theory

SW 105 Introduction to Social Work

SW 292 Introduction to Social Policy

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

GOVERNMENT AND POLITICS (B.A., minor)

The study of government and politics is valuable and exciting. It is crucial that students understand the democratic system as well as other forms of governance; this is especially important now, given that the world’s citizens have far more contact with each other than ever before. Understanding political processes and policies is also enlightening and useful for many different kinds of professions; whether one eventually works as a

teacher, public official, lawyer, policy analyst, or with a variety of international organizations, the study of politics and government will be great preparation. Studying government and politics also helps students develop their reasoning and analytical skills as they simultaneously build confidence in their written and oral expression. These kinds of skills are indispensable for successful work and help citizens make meaningful contributions to the world. Students will sharpen their intellectual abilities and have fun along the way as they take courses in American politics, comparative politics, international relations, and political theory. Student can also do internships in Albany or Washington, D.C., where they have many career opportunities, and can make important professional contacts The Senior Learning Community includes:

(1) a capstone seminar (GOV 490: Senior Seminar); and

(2)a reflective tutorial with an internship requirement (GOV 400: Senior Reflective Tutorial). Broadly speaking, the thematic focus of the Senior Seminar is the study of the concept of “justice,” writ large.

Complementarity, the thematic focus of the Senior Reflective Tutorial is the study of the theory and practice of citizenship. In addition, as a fulfillment of the requirements of the Senior Reflective Tutorial, students also complete an internship with an organization of their choosing from within the fields of politics, law, public administration, and non-profit management. This internship experience and the intensive training in two dominant themes in the study of politics – justice & citizenship – collectively prepare students for careers in various fields, including but not limited to: public service, activism, policy advocacy, journalism, teaching, non-profit management, public administration, law, and many others. The study of citizenship also dovetails with Wagner College’s overall mission and is one of the central pillars of Wagner’s institutional goals. See “Mission” in this bulletin.

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

A minimum of 12 units with the following distribution:

Foundation Courses – 4 units GOV 103, 104, 251 and 211 or 312

Electives – 6 units With at least one unit from each of the four fields of the discipline: American, Comparative, International, Political Theory.

Senior Learning Community – 2 units or 4 units

Students shall select one of the following options:

Government 390 and 391 – 4 units

Government 395 and 396 – 4 units

Government 400 and 490 – 2 units

Requirements for a Minor in Government and Politics

A minimum of 5 units including GOV 103; 4 units from at least 3 subfields (American, Comparative, International, and Theory) at the 200 level or above.

INTERNATIONAL AFFAIRS (B.A., minor)

The growing interdependence of the world has great impact on our society. The International Affairs major helps students understand this complex and changing world. Drawing upon various disciplines, including political science, economics, history, and foreign languages, this major provides students with analytical, theoretical, and communication skills; it also prepares students for graduate study and careers in law, government, business, journalism, education, and international organizations, to name a few.

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

REQUIREMENTS FOR A MAJOR IN INTERNATIONAL AFFAIRS (B.A.)

A minimum of 12 units with the following distribution:

Core requirements—3 units

GOV 251; EC 101; GOV 350.

Foreign Language Requirement—1 unit

Must be at 112 level or above. Wagner offers modern language study in French, German, Italian, and Spanish. Students who already demonstrate language proficiency, and thereby meet this requirement, are required to take one additional unit from the selective requirements.

Elective Requirements—6 units

Within the international affairs major, students may concentrate in international politics or international economics. They must take 4 units from their own concentration and 2 units from the other concentration. (Note that EC 304 and 305 are required for students in the international economics concentration.) In addition to the courses below, students may petition to take other courses if the courses have a substantial international component and are approved by the director and advisory committee of the international affairs major.

International Politics Concentration—6 units

4 units chosen from: AN 201; HI 238, 245, 269, 283, 330; GOV 232, 234, 242, 246, 247, 249, 253, 355, 356. Two additional units must be chosen from the international economics track below. Note: At least one course should be drawn from one non-European region (i.e., Africa, Asia, Latin America, or the Middle East).

International Economics Concentration—6 units

EC 304 and 305 (required); and 2 additional units chosen from: BU 211, 531; EC 301, 312, 412; FI 411; MK 411; MG 421.

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

The Senior Learning Community—2 units

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

REQUIREMENTS FOR A MINOR IN INTERNATIONAL AFFAIRS

A minimum of 5 units with the following distribution:

One unit GOV 251 - International Politics

One unit Either GOV 350 - International Political Economy or GOV 355 US Foreign Policy

One unit Any IA elective at 200 - level or above that covers a non – European region

One unit Any IA elective at the 200 - level or above that is listed under the International Economic

One unit. Any additional IA elective at the 200-level of above.

PUBLIC POLICY AND ADMINISTRATION (B.A.)

The Public Administration major provides students with a solid liberal arts education; at the same time, it exposes them to professional orientation in public policy and administration. Majors will acquire analytical, practical and theoretical skills for public service in contemporary society and a working knowledge of organizational behavior and management. Drawing upon numerous skills from multiple disciplines, this major prepares students for a variety of career options; for example, public service at all levels of governmental agencies, as well as opportunities at not-for-profit and for-profit organizations. The Senior Learning Community includes: (1) a capstone seminar (GOV 490: Senior Seminar); and (2)a reflective tutorial with an internship requirement (GOV 400: Senior Reflective Tutorial). Broadly speaking, the thematic focus of the Senior Seminar is the study of the concept of "justice," writ large. Complementarily, the thematic focus of the Senior Reflective Tutorial is the study of the theory and practice of citizenship. In addition, as a fulfillment of the requirements of the Senior Reflective Tutorial, students also complete an internship with an organization of their choosing from within the fields of politics, law, public administration, and non-profit management. This internship experience and the intensive training in two dominant themes in the study of politics – justice & citizenship – collectively prepare students for careers in various fields, including but not limited to: public service, activism, policy advocacy, journalism, teaching, non-profit management, public administration, law, and many others. The study of citizenship also dovetails with Wagner College's overall mission and is one of the central pillars of Wagner's institutional goals. See "Mission" in this bulletin

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

A minimum of 12 units with the following distribution:

Core requirements—6 units with the following distribution:

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

4 additional units chosen from ONE of the following options:

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

OR

Urban Policy: GOV205, GOV314; SO103, SO215, SO302, SO306, SO331; SO320; SW105, SW211and SW292.

OR

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

Senior Learning Community – 2 units

GOV 400 and 490

COURSE DESCRIPTIONS

Introductory

GOV 103 American Government and Politics. (S), (O) (WC) (R) *One unit.* The structures and underlying principles of the American political system are studied: the judiciary, Congress, the presidency, political parties and movements, and the role of public opinion. Selected current issues will be discussed. *Offered fall and spring semesters.*

GOV 104 Political Theory. (S), (R) *One unit*. What problems confront the relationship between a governing body and its members? Why does this question necessitate an inquiry into the very meaning of government, i.e. what it should aspire to achieve and why? Who should rule and why? According to what principles? May political theorists argue that such inquiries require that we investigate our human condition and the various forces shaping it. This course explores key concepts in political theory, such as moral respect, obligation, coercion, freedom, justice, law, power, consent, conflict, goodness, evil, legitimacy, and equality. We will examine how a variety of influential political thinkers in the western tradition have approached these topics, noting the philosophical, psychological, historical, and moral contexts within which they theorize. We will also ask in what ways their ideas may or may not be useful in helping us to think about our own political world and many of the political problems we face. *Offered spring semester.*

GOV 112 Political Ideologies. (S) (RR) *One unit.* This course has several goals. First, to provide a comparative and critical understanding of the concept of ideology, and to introduce and analyze some of the most important contemporary political ideologies. We give particular attention to liberalism, conservatism, fascism, socialism, communism and Islamism. Second, the course aims to familiarize students with the origins and key concepts of contemporary political debates. Finally, by the end of the course students should identify which ideology (or ideologies) they find most convincing, as well as the most important criticisms of these ideologies. We will accomplish these goals by reading, thinking, talking and writing in depth about writings by, among others, Thomas More, Robert Owen, John Stuart Mill, Karl Marx, Adam Smith, Murray Rothbard, Peter Singer, T.H. Green, Mikhail Bakunin, Emma Goldman, Sayyid Qutb and Ayatollah Ruhollah Khomeini. *Offered as required*

American

GOV 205 Urban Politics. (S), (O) *One unit.* An analysis of the structure and operations of the operations of urban government and politics focusing on the unique problems of the urban environment. *Offered fall semester of even-numbered years.*

GOV 207 New York Politics. (S), *One unit.* A study of the government and politics of New York City and State. An analysis of the processes, values and problems of contemporary New York and of the relationships between the city and the rest of the state. *Offered spring semester of odd-numbered years.*

GOV 211 Public Administration. (S), (O) (WC) *One unit.* A study of the policy making process within the context of the American political system. Emphasis will be placed on administrative and organizational theory; selected cases of the practice of administration at the federal, state, and local levels, and the differences between public and private administration. *Offered spring semester.*

GOV 212 Congress and National Policy Making: the Legislative Process. (S), *One unit.* The structure, activities, and policies of the congressional system. The role of Congress in public policymaking. *Offered fall semester of odd-numbered years.*

GOV 213 The Presidency. (S), *One unit.* An examination of the institution of the chief executive of the United States in its historical evolution, focusing on Article II of the Constitution, theories of presidential function, and the relationship of the presidency to other segments of the body politic. *Offered fall semester of even-numbered years.*

GOV 215 Law and Justice in America. (S), (RR) (UU) *One unit.* An assessment of the American judiciary and an examination of the relationship between the legal and political systems. *Offered fall semester of odd-numbered years.*

GOV 312 Public Policy. (LL) (S), *One unit.* An examination of case studies that focus on the influence of the American constitutional and legal system; the role of political institutions; changing social, economic, and political conditions and values; and the historical development of the process of management and organizational structure. The case studies include those of historic importance and those presently under consideration. *Offered fall semester.*

GOV 316 Constitutional Law. (S), (RR) (U) *One unit.* An analysis of constitutional thought and practice concerning: the powers of the president, Congress, and the courts; their interrelationships; federalism; First Amendment rights; the rights of defendants in criminal cases; and the rights of racial and sexual minorities. *Offered fall semester of even-numbered years.*

Comparative

GOV 234 History and Politics of East Asia. (S), (U) *One unit.* This course provides an overview of politics in China, Japan, and Koreas from the beginning of the twentieth century to the present. It deals with political history, institutions, the politic

GOV 246 Comparative Politics in the Third World. (S), (U) *One unit.* This course studies politics in developing countries in Africa, Asia, and Latin America. It explores the Third World's problems and their causes, and introduces theories of political and economic development. Specific topics include state-society relations, political institutions, political behavior, political instability, and external shocks. Case studies are used to make clear the similarities and differences of Third World politics. *Offered as required.*

International

GOV 249 US Imperialism in Latin America (S), (WC) (RR) *One unit*. This course explores some controversial issues and political history, focusing on U.S. military intervention in Latin American politics in the 20th century. Focusing mostly to Central America, we will analyze the motives, actions and effects related to United States' attempts to forcibly affect the politics and economics of the region. We will evaluate these interventions regarding the definition, nature and effects of imperialism. *Offered spring of odd-numbered years.*

GOV 251 International Politics. (S), (U) *One unit.* This course prepares students for advanced and specialized courses in the study of international relations, and is appropriate for non-majors. The course examines the major schools of thought in international politics, introduces three levels of analysis, discusses the evolution of the modern international system, and elaborates on the major aspects of international studies: security and political economy. *Offered fall semester.*

GOV 253 The Politics of Terrorism. (S), (RR) (WW) *One unit.* An examination of the growing phenomenon of the use of terror as a form of political expression. The course will investigate terrorism from institutional and historical perspectives. Topics include state-sponsored terrorism, counter-terrorism, and the nature of the terrorist threat. *Offered fall semester of even-numbered years*

.**GOV 350 International Political Economy. (S), (U)** *One unit*. This course studies the interaction between international politics and economics. It presents several major theoretical perspectives, and examines such issues as trade, finance, and multinational corporations. Students analyze the interaction between the state and the market, and examine major global economic problems, such as oil, poverty, and the environment. *Offered spring semester of odd-numbered years.*

GOV 355 United States Foreign Policy-(S), *One unit*. The institutions, processes, and politics which shape United States foreign policy formulation and implementation. *Offered spring semester of odd-numbered years.*

GOV 356 U.S.-China Relations. (S), (U) *One unit.* This course approaches the evolving relationship between China and the United States from historical and theoretical perspectives. Focusing on the relationship during and after the Cold War, it explores major issues, including security, economic relations, mutual perception, and Taiwan. *Offered as required.*

Theory

GOV 112 Political Ideologies (S) (RR) *One unit.* This course has several goals. First, to provide a comparative and critical understanding of the concept of ideology, and to introduce and analyze some of the most important contemporary political ideologies. We give particular attention to liberalism, conservatism, fascism, socialism, communism and Islamism. Second, the course aims to familiarize students with the origins and key concepts of contemporary political debates. More specifically, students will be able to define key terms such as socialism, liberalism and populism, critique their logical deficiencies, and identify which have been the practical problems in their application. Students will differentiate similar ideologies such as anarchism and socialism, liberalism and libertarianism. Students will be able to organize the various ideologies we discuss according to a two-dimensional scale, with attitudes towards private property on one dimension, and attitudes towards public authority on the other. In addition, by the end of the course students should identify what ideology (or ideologies) they believe in, and the most important criticisms of these ideologies. *Offered fall semesters*

GOV 268 African American Political Thought. (S), (RR) (UU) *One unit.* African Americans are central to American democracy, both as fierce critics of the present and as visionaries who imagine alternative futures. This course introduces students to the critical and constructive dimensions of African American political thought by foregrounding claims that black Americans have made upon the polity. Themes include the relationship between slavery and democracy, the role of historical memory in political life, the connections between "race" and "nation," and the tensions between claims for black autonomy and claims for integration, as well as the meaning of such core political concepts as citizenship, freedom, equality, progress, and justice. The course also highlights the complex ways in which the concept of race has been constructed and deployed and its interrelationship with other elements of identity such as gender, sexuality, class, and religion.

GOV 272 Feminist Political Thought. (S), *One unit.* Introduction to major concepts in modern and contemporary feminist political theory. Critical analysis of key texts that address feminist topics from a variety of perspectives. Examines many issues raised by African-American, Third world, postcolonial, poststructuralist, and transnational thought.

GOV 317 Civil Liberties and Human Rights. (S), (RR) (UU) *One unit*. Examines the relationship of constitutional law to politics and society, with particular emphasis on the conflictual values of liberty and equality in the Bill of Rights. Analyzes controversial issues such as abortion, free speech, capital punishment, affirmative action, and the "war on terrorism." Explores the concept of human rights from a philosophical, political, legal, moral, and global perspective.

GOV 373 Contemporary Political Theory. -(S), *One unit.* An intensive examination of some of the most controversial and important ideas in politics today. In analyzing a variety of authors, we will argue about gay rights, the relevance of socialism, the importance of property rights, racial discrimination, different definitions of feminism, and the effects of personal selfishness, among other topics. This course will be conducted as a seminar, which means that the students are responsible for conducting the discussions. *Offered spring semester of even-numbered years.*

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

General

GOV 291 Special Topics. -(S), *One unit.* A course to deal with political systems, theories, and issues not covered in the standard courses of the department; content varies in accordance with special interests of staff and students, and is noted in the registration schedule of courses when offered. *Offered as required.*

GOV 390 New York State Government and Politics. (35 hours) (S) *Two units.* Theoretical approaches to public policy development through operation of the state government in a working learning experience in the state legislature. The course will focus on legislative politics, and is conducted in Albany. Intensive orientation by government officials under the direction of program and College faculty. Forums, readings, and papers on current issues are required. *Prerequisite: permission of the instructor. Co-requisite: GOV 391. Offered spring semesters.*

GOV 391 New York Legislative Internship. (S), *Two units.* In-depth experience in dynamics of actual public policy formulation and implementation in state government through direct involvement in the legislative process. The course is conducted in Albany and requires a working learning contract between the student and the legislative sponsor. Requirements: weekly internship of no less than 30 hours in a legislative office working with staff; onsite evaluation; written assignments; and reports. *Prerequisite: permission of the instructor. Co-requisite: GOV 390. Offered spring semesters.*

GOV 400 Senior RFT. (S), (WW) *One unit.* The Senior Reflective Tutorial examines questions related to poverty, social welfare, class and segregation. Past topics have included American exceptionalism as well as comparative welfare-state studies. Specific topics vary from year to year. As part of the Senior Learning Community, it requires 100 volunteer hours off campus. *Offered spring semester.*

GOV 490 Senior Seminar. (S), (RR) *One unit*. Along with GOV400, this course forms a capstone of the study of Government & Politics. The Senior Seminar focuses on a political matter or concept determined by the interests of the faculty member leading the seminar for that year. Recent topics have included “Democracy and Its Challenges” and “Theories of Justice.” Students complete the seminar with a 15-20 page thesis. This final project is preceded by two shorter papers and a classroom presentation. *Offered spring semester.*

GOV 395 Washington Internship (35 hours). (S), *Two units.* Theoretical approaches to public policy development through operation of the federal government in a working-learning experience. The course is conducted in Washington, D.C. Requirements include: forums, readings, and papers on current issues. *Prerequisite: Permission of the instructor. Co-requisite: GOV 396. Offered fall and spring semesters.*

GOV 396 Dynamics of American Government. (S), *Two units.* In-depth experience in dynamics of actual public policy implementation in the federal government through direct involvement in the governing process. The course is conducted in Washington, D.C. Requirements include: on site evaluation, written assignments, and reports. *Prerequisite: permission of the instructor. Co-requisite: GOV 395. Offered fall and spring semesters.*

GENDER STUDIES (MINOR)

The interdisciplinary minor in gender studies encourages students to think about the formation of gender identity and to consider the impact of changing gender roles on their lives. Areas of focus include marriage and family, sexual orientation, alternative lifestyles, gender across the life cycle, the distribution of power by gender, work and gender, and the representation of gender in literature and the arts. The gender studies program is under the supervision of the program director and a committee consisting of faculty members from most of the divisions of the College. Currently, the program director is a faculty member in the Government and Politics Departments.

REQUIREMENTS FOR A MINOR IN GENDER STUDIES

A minimum of 5 units satisfying the following requirements:

Gender Studies course in the Humanities - 1 Unit

(English, French, History, Philosophy, Religion, Spanish)

Gender Studies course in the Social Sciences - 1 Unit

(Anthropology, Economics, Government, Psychology, Sociology)

Additional Gender Studies courses - 3 Units

COURSE DESCRIPTIONS

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

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

EC 414 Economics of Discrimination (S) *One unit.* Large gaps in earnings and differences in patterns of employment by race, gender, and ethnicity place many women and racial and ethnic minorities near or in poverty. Educational opportunities, access to healthcare, legal services, credit, and housing, and eligibility for government programs can also differ systematically for members of different groups. This course explores these differences through readings, film, research projects, and field trips. In this process we will examine debates on the roles of biology, family, culture, and economic opportunity in generating inequality. Topics such as affirmative action and comparable worth will be discussed. *Prerequisite: EC 101 or 102. Offered alternate spring semesters.*

EN 206 Romantic Poetry, Revolution, the Slave Trade and Women's Rights (H) (L) (RR) (WW)*One unit.* The fear of revolutionary ideas spreading from France to England, the growing opposition to slavery and the slave-trade, and increasing calls for the redefinition of women's rights all help to create the social and political contexts for English literature written between 1780 and 1830. Poets of the period respond to these issues and to questions about the workings of the human mind, the power of the imagination and the relationship between people and nature. We will explore these concerns as we study the works of Wordsworth, Coleridge, Shelley, Keats and others. *Offered as required.*

EN 224 Orphans, Poverty and Scandal in 19th-century British Literature (L) (RR) (WW) *One Unit.* The plight of orphans such as Dickens' Oliver Twist, the poverty that drives flawed decision-making for Braddon's Lady Audley and the fear of scandal that haunts many of Sherlock Holmes's clients are examples of the issues we will study in this course. The tension between a rapidly changing society and tradition and social conventions wreaks havoc for Victorian characters. Expanding views of women's rights, the pressure of maintaining a vast empire and the influence of increasing industrialization all challenged the familiar and comfortable ideas of nineteenth-century English people. *Not open to students who have taken EN 309 or EN 324.*

EN 225 Ghosts, Vampires and Civilization in English Gothic Fiction (H) (L) (RR) (WW) *One Unit.* This course focuses on the English novel as it evolves from the 18th century through the end of the 19thcentury. The gothic tradition that begins with Walpole's The Castle of Otranto includes explorations of the supernatural, human emotions, family psychology and dysfunction, gender, social norms and their violation, and monstrosity. We will discuss such texts as Charlotte Brontë's Jane Eyre, Charles Dickens's A Christmas Carol, Sheridan LeFanu's Carmilla, Robert Louis Stevenson's Dr. Jekyll and Mr. Hyde and Bram Stoker's Dracula.

EN 347 The Study of Fairy Tales (H) (O) (WC) (RR) *One unit.* We will focus on some traditional European tales, some Asian versions of tales, as well as critical reading and some more modern versions of the stories. Various authors' renderings of "Beauty and the Beast," "Cinderella," and "Bluebeard" area few of the tales we will take up. Angela Carter's versions of some of these tales as well as Maguire's Wicked and Emma Donoghue's Kissing the Witch may be among the twentieth- century texts we read. All writing assignments for the course involve the use of theoretical approaches. *Offered as required.*

EN 348 Southern Women Writers (H) (R) (UU) (WW) *One unit.* This course is designed to introduce you to a selection of influential Southern Women Writers working in a variety of genres and across abroad historical period. As we explore these writers in the context of the South, we will also investigate the cultural complexities of "Southern Women Writers" as a category in order to assess the benefits and risks of this designation. Toward this end, we will consider such questions as what counts as the South? what are the historical stakes of literacy and literary production for women in the South?; and what are our assumptions about women's writing, and are they valid? Additionally, we will examine how the writers on our syllabus write within and against conceptions of womanhood and region, particularly as they intersect with issues of sexuality, race, class, and ability. *Offered spring semester of even-numbered years.*

EN/FR 351 French Women Writers in Translation (H) (RR) (U) (WW) *One unit.* This course explores women's writing from the unique literary and cultural perspectives of French-speaking society. Readings include such authors as Madame de Sevigne, George Sand, Simone de Beauvoir, Colette, Nathalie Sarraute, and Marguerite Duras. The course also includes writings by francophone West African, Caribbean, and Canadian authors. *Offered as required.*

EN/FR 355 Sex and Gender in Medieval French Literature (H) (RR) *One unit.* Medieval France saw a new flowering of interest in romantic love, but also a new imposition of control over sexual behavior by the Church. As a result there was an explosion of literature both celebrating and condemning a wide variety erotic attitudes and practices, composed by churchmen, noblemen, and the few women who achieved the education and authority to write. We will read troubadour love lyrics, Arthurian romances, poems debating the merits of same-sex love, and selections from Christine de Pizan, widely considered to be Europe's first feminist. All texts, whether written in French or Latin, will be read in English translation. *Offered as required.*

GOV 272 Feminist Political Thought (S) *One unit*. Introduction to major concepts in modern and contemporary feminist political theory. Critical analysis of key texts that address feminist topics from a variety of perspectives. Examines many issues raised by African American, Third World, postcolonial, poststructuralist, and transnational thought.

HI 226 Topics in the History and Politics of Gender (H) (R) (L) (WC) *One unit.* An introduction to the history of gender relations in America, including a discussion of feminist theories, gender in contemporary culture, and the politics of gender.

HI 257 Gender, Power and Identity in Europe before 1800 (H) (RR) (WW) *One unit.* This course traces the development of “male” and “female” from the ancient world through the nineteenth century, focusing on the impact of gender on culture and on political and social organization. Changing scientific and medical ideas about sexuality will be discussed. Topics will include attitudes toward chastity, prostitution and childbirth, the history of costume and cross-dressing, conflicting notions of “honor,” the use of gender for political and social commentary, and the impact of the Enlightenment on the “gendering” of state and society. The course will also compare the gendered model of the Western nuclear family to Non-Western examples.

HI 286 On the Screen: Gender, Class, and Culture in Film (H) (R) (UU) (WW) *One unit.* This course offers students the two-fold opportunity to gain a better understanding of the history of the twentieth century and to become cultural critics of the cinema. Beginning with the invention of motion pictures in 1895 to the present, the course will trace the evolution of technology, style and meaning in mass entertainment in Europe, the U.S. and throughout the world. Films will be examined as cultural artifacts of their society, with particular attention to gender, sexuality, class, and ethnic and national identities. Works by major twentieth century directors, including such films as *The Blue Angel*(Germany, 1930) and *Bicycle Thief* (Italy, 1948), will be critiqued. Students will visit the Museum of the Moving Image and other independent cinema venues in New York City.

NR 212 Human Sexuality (U) *One Unit.* This is a survey course designed to provide the student with a factual background on human sexuality. Historical and research perspectives are integrated throughout the course as well as discussion, and examination of differing viewpoints and current issues.

PH 204 Philosophy of Feminism (H) (RR) (UU) (WC) *One unit.* This course examines the characteristic trends (e.g. Existentialist, Liberal, Libertarian, Marxist, and Postmodern) positions, and topics (e.g. knowledge, politics, ethics, sex, gender, identity; heterosexuality, alternative lifestyles and family; sexism, misogyny, and equality) of feminist philosophers and their philosophical and cultural impact. Authors may include Anscombe, Benhabib, Butler, de Beauvoir, Cixous, Irigaray, Kristeva, Fraser, Frye, MacKinnon, Nussbaum, and Paglia. *Offered as Required.*

PS 241 Psychology of Gender (S) (O) (UU) (WC) *One unit.* This course examines the similarities and differences between men and women from a psychological perspective, with emphasis on the following themes: major theories of gender development, including the psychoanalytic, cognitive, and behavioral models; the development of gender roles across the life span; application of schema theory to the understanding of gender; examination of biological and psychological sources of gender awareness; and exploration of gender issues in film and media. *Offered as required.*

PS 243 Violence and Aggression. (S) (UU) *One unit.* In this course, we will explore violence and aggression as emotional, economic, historical and sociocultural phenomena. Violence and aggression both shape our individual lives and social world, and happen within a social, psychological and historical context. In this course, we will make use of a variety of texts in exploring violence and aggression—with a focus on diverse groups’ experiences. We will also look at cultural notions about which groups are violent, and social realities of where violence actually happens in our relationships, homes, workplaces, streets and popular culture. Throughout the term, we will focus on differences and similarities in people’s experiences of violence and aggression across lines of class, race, gender and sexuality. We will explore the influence of media on aggression, violence in the meat industry, relational and physical aggression common in our homes, schools and workplaces, and understandings of conflict resolution. *Offered as required.*

RE 220 Forbidden Knowledge: The Power of Myth in Genesis (H) *One unit.* This course is an intensive reading and discussion of the meanings of the book of Genesis. The mythic themes and literary motifs of its magnificent but often infuriating stories are examined: e.g., the moral ambiguity and imperfection of Genesis' human heroes, the first man and woman's desire for knowledge despite the consequences. The relationship between creation and why we die, the idea of original sin, the ultimate reason for human suffering, and the paradox of a God who is both blessed and flawed. In addition, this course attempts to uncover the narrator's perspective not only of Israel's patriarchs but also of the paradigmatic role that its matriarchs play in the sensitive treatment of the fragile nature of God's promise. *Offered spring semester.*

RE 224 Mary Magdalene and Judas (H) *One unit.* This course will examine the roles of Mary Magdalene and Judas in the New Testament Gospels as well as in the second-century Gospels of Mary Magdalene and Judas and also in the other so-called Gnostic gospels that were not canonized. The course will focus on gender-related issues regarding these two figures. Students will participate with oral reports, papers and a research paper. *Offered every other fall semester.*

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

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

SP 323 Contemporary Hispanic Women Writers (H) (RR) (UU) (WC) *One unit*. This course addresses the cultural, social and political currents that have changed the works of contemporary Hispanic women writers in the twentieth century. Feminist concepts are examined in the works of such authors as Carmen Laforet, Ana María Matute, Carmen Martín Gaite, Soledad Puértolas, María Luisa Bombal, Luisa Valenzuela, and Cristina Peri Rossi. Historical, sociological, and artistic documents will also be examined for what they reveal of the changing consciousness of women in Spain and Latin America. *Prerequisite: SP 251 or permission of the instructor. Offered spring semester of even-numbered years.*

SW 105 Intro to Social Work (R) (S) (U) (O) *One Unit*. This course provides students with an introduction to the field of social work and to the various methodologies social workers use in their efforts to help their clients negotiate the social welfare system. The complexities of the social welfare system are presented and contemporary issues in welfare structure and service delivery are discussed. Career opportunities in the social welfare field will be considered.

SW 211 Social Work Practice with Families (S) (UU) (WC) (O) *One Unit.* The history, theory and techniques of social work practice with individuals and families. Discussion and demonstration of the social casework and problem-solving methods, and the contemporary psychotherapeutic approaches used in current social work practice in a variety of settings; e.g., community mental health, schools, probation, hospitals, nursing homes.

SW 292 Introduction to Social Policy (L) (S) (WW) (UU) *One Unit.* Examines problems and concepts of the policy process in the U.S., exploring the political, economic, and institutional frameworks which structure public welfare choices. This course covers problem and needs analysis, policy analysis, program development, and program evaluation.

Program Curriculum Requirements

HISTORY

HISTORY DEPARTMENT

The History Department offers the following programs:

Please note that these programs are available only to students who matriculated prior to the fall 2025 academic year.

● History (B.A., minor)

● American Studies (B.A., minor)

● African-American Studies (minor)

● Dual Degree in History and Childhood Education (B.A., housed in the Education Department)

● City Studies (minor)

● Leadership & Diversity (certificate)

● Holocaust & Human Rights (minor)

HISTORY (B.A.)

Studying history today is critical in our global world as it prepares us to respond to breaking news and conflicting views of our own and other cultures. Students of history develop an elasticity of mind, as they argue about evidence of what actually happened and make sense of complex events History majors enhance their intellectual skills that provide excellent preparation for careers in law and law enforcement, government, journalism, business and finance, education, politics and public policy, international affairs, and social activism. International history courses, for example, provide an excellent pairing with a degree in international business or economics while public history courses are highly relevant to arts administration majors. Several courses offered by the history

department also fulfill requirements in the International Affairs Major, the City Studies Minor, the Gender Studies Minor, the Film Studies Minor, the Civic Engagement Minor and the Environmental Studies Minor. The Senior Learning Community in History includes a capstone seminar course, *HI 490 Making History and History Makers* in which students will research and write their senior thesis. The second part of the learning community is the reflective tutorial, *HI 490 Going Global*. The RFT includes a semester-long intensive internship in areas associated with the historical profession. While the capstone course provides students with the necessary theoretical background and research skills for graduate study or careers, the internship provides hands-on experience and practical skills.

Requirements For A Major In History (B.A.)

A minimum of 11 units, at least two of which must be at the 300 level, with the following distribution:

Foundation Course—1 Unit

One survey course is required.

No more than two 100 level courses will count toward a history major.

Methods Course—1 Unit:

HI 297: The Historian As Detective: Exploring The City

To be taken in spring of sophomore year if possible or in spring of junior year

Core Courses-3 Units (One In Each Of The Subfields Listed Below)

1. American History: 221, 236,321 Or 323

2. European History: 257, 286, 334 Or 362

3. Non-Western History: 242, 264, 330

Electives—4 Units

Any course at the 200 level or above counts as an elective. Students choose electives based on their interests. Students must have two 300 level courses in history in which they write extensive research papers based on primary and secondary sources.

Senior Learning Community—2 Units

Senior Seminar: HI 490

Senior Reflective Tutorial: HI 400

Concentration Requirements (Optional)

In order to concentrate in history, a student takes at least three courses in a particular area of study and write their thesis in the senior seminar (HI 490) in that area. Any student who can link three history courses to a theme may create their own independent concentration, with approval of the Division Chair of the Humanities. Pre-law students majoring in history are encouraged to concentrate in global justice and human rights.

Media, Museums And Public History: Any Three Of The Following: HI 225, 229, 246, 286, 322, 325 Or 362.

Global Justice And Human Rights: Any Three Of The Following: HI 201, 227, 235, 236, 237, 321, 330, 334 Or 345

Requirements For A Dual Major In History And Childhood Education

The history major prepares future teachers with skills and a knowledge base that includes local and global perspectives, and addresses the state requirement that teachers learn about the history of New York. For the education component of the dual major consult the education department. The history component of the dual major consists of a total of 11 units with the following distribution:

Foundation Courses—3 Units

HI 101, 111 Or 120; GOV 207 Or HI 225.

Methods Course—1 Unit

HI 297: The Historian As Detective: Exploring The City

To be taken in spring of sophomore or junior year

Electives—5 Units At The 200 Level Or Above

One unit in gender history; one unit in non-western/global history. Any other courses in history at the 200 level or above can be taken as electives. At least two of these electives must be in American history. Students are strongly encouraged to take at least two of these electives at the 300 level.

Senior Learning Community—2 Units

Senior Seminar - HI 490

Senior Reflective Tutorial - HI 400 *(if scheduling permits, the experiential placement will be student teaching.)* Must be taken in the fall of the senior year.

REQUIREMENTS FOR A MINOR IN HISTORY

A minimum of 5 units with the following distribution:

1 unit at the 100 level (may be waived in consultation with the Division Chair of the Humanities)

4 units at the 200 level or above. It is strongly recommended that at least one of these electives be in non-western/global history.

Civic Innovations Option

Selected as one of six departments to offer Civic Innovations courses, the History Department provides students the option to become more socially and environmentally responsible citizens. The History Department has created partnerships with the International Rescue Committee, P.S. 57 and several other agencies to work

with refugees and immigrants from West Africa to address local environmental and economic issues and to tutor children. Students thus engaged gain leadership and analytical skills increasingly required in our global marketplace, and the satisfaction of making a difference, while reinforcing learning in the discipline.

AMERICAN STUDIES (B.A.)

American Studies at Wagner is an interdisciplinary program that studies the history, culture, and society of the diverse peoples primarily, but not exclusively, within the United States. The American Studies major enables students to pursue a liberal arts education by focusing on American society and culture in the past and present. Instead of specializing in one of the traditional disciplines, the major combines several disciplines in the sequence of courses to fulfill its requirements. Students majoring in American Studies receive a solid grounding in American History and culture to better understand its evolution; in the study of American political institutions and American political culture to help them analyze the role of power, institutions, and policies that shape American society; and in the study of literature to experience American society from varied perspectives with particular attention to race, class, gender, and ethnicity. Students majoring in American Studies benefit from a range of disciplinary approaches. A grounding in American history and culture helps them better understand its evolution. The study of American political institutions and political culture helps them analyze the role of power, institutions, and policies that shape American society. The study of literature invites them to experience American society from varied perspectives with particular attention to race, class, gender, and ethnicity. Completing a degree in American Studies prepares students to enter a range of graduate and professional programs, including law school, doctoral programs, and others. The skills acquired in the program are also useful for work in non-profit organizations, activist groups, media, government, and cultural and artistic fields, to name a few. American Studies students are strongly encouraged to take courses in languages other than English.

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

A minimum of 11 units in the following distribution:

Foundation Courses (5 Units out of the following 6)

History HI297, HI236

English Literature EN226, EN216

Gov. and Politics GOV103, GOV316

Electives (4 Units)

Majors must take 4 units spread out across at least 2 disciplines. Three of these units must be at 200- level or above from the list of courses that appears below.

Senior Learning Community (2 Units)

Majors will consult with their advisor to determine which SLC is appropriate for their concentration.

Students will normally complete their SLC requirement in History, though some exceptions may be permitted in consultation with the Division Chair of the Humanities.

History Senior Seminar: HI490

History Senior Reflective Tutorial: HI400

Areas of Concentrations

Students must choose an area of concentration by the beginning of their junior year.

African American Studies

Government and Politics

History

Literature

*Requirements for African American Studies Concentration

In addition to the Foundation Course requirements students must complete a total of 4 electives within the field of African American History, Literature, Government and Politics, and or Sociology. Three of these courses must be at the 200-level or above from at least two disciplines.

AMERICAN STUDIES COURSES

Anthropology

AN234 The Incas and their Ancestors

AN235 North American Archaeology: The Prehistory of Native Americans

AN236 Cultures of the Caribbean

Art and Film Studies

AR 200 Making and Seeing Art in NY

AH 215 American Art History

FM 291 Hollywood and the US Film (provisional course until assigned a permanent course number)

FM 291 Television Theory (provisional course until assigned a permanent course number)

English

EN-216 African-American Literature

EN-226 American Cultures and Literatures

EN-227 American Literature from Its Origins to 1865

EN-228 American Literature from 1865 to the Present

EN-332 Pirates, Puritans, and the Revolutionary Atlantic World

EN-342 The Contested South

EN-348 Southern Women Writers

Government and Politics

GOV 103 American Government and Politics

GOV 205 Urban Politics

GOV 211 Public Administration

GOV 212 Congress and National Policy Making: the Legislative Process

GOV 213 The Presidency

GOV 215 Law and Justice in America

GOV 217 Parties, Elections and the Mass Media

GOV 235 Riots, Rebellions and Revolutions

GOV 249 US Military Interventions in Latin America

GOV 253 The Politics of Terrorism

GOV 268 African American Political Thought

GOV 272 Feminist Political Thought

GOV 291 American Dream as Ideology

GOV 316 Constitutional Law

GOV 317 Civil Liberties and Human Rights

GOV 355 United States Foreign Policy

GOV 356 U.S.-China Relations

History

HI 103 American History Survey Before the Civil War

HI 216 Slaves, Masters, Po’ Whites and People of Color

HI 221 The U.S. and World War II

HI 225 History of New York City

HI 226 Topics in the History and Politics of Gender

HI 229 Museums, Myths, and Memories

HI 231 The 1960s in America

HI 236 History of The Civil Rights Movement

HI 248 African American History I, 1619-1865

HI 249 African American History II, 1865-1968

HI 250 History of Science and Medicine in America

HI 273 The Environmental History of New York City

HI 275 Bringing the Past to the Public

HI 297 Historian As Detective

HI 315 American Social History I

HI 321 History of New World Slavery

HI 324 History of Beer, Brewing, and Drinking in America

HI 323 Riots and Rebellion in Early America

HI 345 Global History of Food

Modern Languages, Literatures and Cultures

FR 242 Francophone Culture and Civilization

FR 352 Cities in the Francophone World

SP 213 Hispanic Literature in English Translation

SP 231 Artistic Adventures: Spanish Composition and Conversation

SP 232 People and Politics in the Hispanic World

SP 310 Voces Hispanas: An Introduction to Literature in Spanish

SP 314 Topics in Hispanic Cinema

SP 347 Love, Madness, and Death in Latin American Literature

Philosophy

PH203 Ethics and Society

Sociology

SO103 American Society and Its Social Problems

SO215 Race, Ethnicity and Society

SO218 Popular Music and Social Change in the 1960s

SO300 Law and Society

SO305 Criminology

SO306 Crossing Borders: Immigration and American Identities

SO315 Social Stratification

Theater

TH 218 History of American Film

TH 235 Musical Theatre History - Background and Analysis I

TH 250 The Movie Musical

REQUIREMENTS FOR A MINOR IN AMERICAN STUDIES (5 Units)

HI297 or HI236 and four units from at least 3 disciplines out of the list above.

AFRICAN AMERICAN STUDIES (MINOR)

The African-American Studies minor is an interdisciplinary course of study that critically engages students in the historical, literary, sociological and political aspects of African American culture, life and history in the United States. Students who minor in African American Studies learn how African- Americans helped shape American history and culture and continue to transform it today.

REQUIREMENTS FOR A MINOR IN AFRICAN AMERICAN STUDIES

Five (5) units with the following distribution are required for the minor- with no more than a total of 2 courses in any one discipline.

Foundation Courses (3):

One unit each in HI, GOV and EN

History: HI236, 248, or 249

Government: GOV215, 268, or 317

English: EN216, 332, or 342

Electives (2):

Two additional units

Course Offerings for African-American Studies Minor:

History

HI 216 Masters, Slaves, Po’ Whites and People of Color. (H) (LL) (RR) (T)

HI 236 History of the Civil Rights Movement. (H) (LL) (UU) (WC)

HI 248 African American History I, 1619-1865. (H) (L) (WC) (UU)

HI 249 African American History II, 1865-1968. (H) (L) (WC) (UU)

HI 321 History of New World Slavery. (H) (LL) (UU) (T)

English

EN 216 African-American Literature. (H) (RR) (UU) (WC)

EN 226 American Cultures and Literatures. (H) (RR) (UU) (WC)

EN 332 Pirates, Puritans, and the Revolutionary Atlantic World. (H) (RR) (UU) (WC)

EN 342 The Contested South. (H) (R) (UU) (WW)

EN 348 Southern Women Writers. (H) (R) (UU) (WW)

Government and Politics

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

GOV 215 Law and Justice in America.(S), (RR) (UU)

GOV 235 Riots, Rebellions and Revolutions (S), (WW) (U)

GOV268 African American Political Thought. (S), (RR) (UU)

GOV 317 Civil Liberties and Human Rights. (S), (RR) (UU)

Music

MU209 Jazz and Blues (A), (C), (UU)

Sociology

SO 103 American Society and Its Social Problems. (S) (Q) (R) (UU)

SO 215 Race, Ethnicity, and Society. (S) (R) (UU) (WC)

SO 218: Popular Music and Social Change in the 1960s (S) (UU)

CITY STUDIES (MINOR)

The City Studies minor offers students an interdisciplinary program which examines the economic, political, and cultural forces that have shaped the contemporary city. Given our location, New York City

is a natural laboratory for the study of historical and global transformations of the urban landscape. Students will engage with issues such as transnational migration, public policy, labor, global finance, environmental sustainability and the arts. In developing their program of courses, students will be encouraged to study a range of Western and non-Western cities. Field trips to New York and opportunities to travel to other American and

foreign cities will allow students an intimate and hands-on approach to urban issues. This minor will prepare students for graduate work and careers in business, the social sciences, the environmental sciences, and the arts or the humanities.

REQUIREMENTS FOR A MINOR IN CITY STUDIES

A minimum of 5 units with the following distribution:

Foundation course – 1 unit: GOV 205 or HI 225

Electives – 4 units:

At least 1 unit must focus on non-American cities.

• One course in History.

• One course from the Arts (Art, Music or Theatre) or Literature (English or Modern Languages).

Two additional electives from the list of approved City Study courses from across the disciplines. This may include one course from the Expanding Your Horizons program, with the approval of the City Studies faculty.

Experiential component: This would include either significant field work in one of the courses, or if appropriate, the experiential learning in the student's Senior Learning Community. Each student will decide how to meet this requirement in consultation with the Director of the Minor, based on their own unique coursework and interests.

List of courses for the Minor (based upon the Wagner College Undergraduate Bulletin, 2014-2016):

I. History: **HI 225, 252, 288, 291, 297, 325, 347**

II. Arts and Literature: **AH 218, FR/EN 310 , FR 230 , FR 352 , SP 352, MU 209**

III. Social Sciences: **GOV 205, 313, SO 302, 331**

Note: Several courses offered as English 110 have urban themes, and change from semester to semester; Several special topics courses on urban themes continue to be offered in the Arts, Humanities and Social Sciences, and they will be approved for the minor by the Advisory Committee on a case-by-case basis, following the procedure currently used by the Gender Studies Minor.

STUDENT LEARNING OBJECTIVES:

• Analyze the economic, demographic and political workings of cities

• Demonstrate an historical understanding of the development of cities in a global context

• Articulate the role of the arts (art, music, theatre) and literature in representing and sustaining cities

• Acquire competence in negotiating urban environments

ADMINISTRATION OF THE MINOR:

The City Studies Minor will be housed in the History Department to begin with (and rotate to the Sociology and the Government & Politics Department as appropriate) and supported by an Advisory Committee consisting of all members of the faculty teaching approved courses for the Minor. All courses for the Minor must be approved by this Advisory Committee, as must all other matters pertaining to the ongoing oversight of the minor. For course approval, the syllabus should be circulated to the faculty members who teach in the minor who will comment on whether and why it should or should not be included. The committee will meet at least once a semester.

LEADERSHIP & DIVERSITY: CERTIFICATE PROGRAM

The Leadership and Diversity (L&D) Certificate Program at Wagner College is designed to train students to be civic-minded leaders with core competencies in the areas of inclusion, diversity, equity, and accessibility (IDEA). Drawing upon an interdisciplinary curriculum, addressing an increasingly diverse and globalized world, the program enables students to acquire skills in: intercultural understanding, ethical decision-making, facilitation, bias-identification, self-reflection, bystander intervention strategies, and empathetic listening. Students will explore the social and historical context of IDEA and identify exemplary models of leadership through case studies of select political, social, economic, and cultural issues that have mobilized communities in the U.S. and around the world. Students and returning professionals will build a toolkit to become better leaders in a range of careers, such as: health/medicine, human rights, environmental justice, law, business, politics, sports, journalism, and international development. Upon successful completion of the program, students will be granted a Leadership & Diversity Certificate.

REQUIREMENTS FOR A CERTIFICATE IN LEADERSHIP & DIVERSITY8 units

FOUNDATION COURSES: Students are required to take FOUR UNITS

HI227 The Exercise of Leadership

HI236 History of the Civil Rights Movement

GOV215 Law, Justice and Diversity

SO320 Sociology of Gender

ELECTIVE COURSES:

Students are required to do FOUR electives. These include one elective from each of the following

FOUR categories:

I. Anti-Racism and Social Inequalities

EC414 Economics of Discrimination

EN212 Introduction to Literary Analysis and Theory

EN216 African-American LiteratureGOV268 African -American Political Thought

HI249 African-American History II, 1865-1968

HI325 Immigrant NYC

SO215 Race, Ethnicity and Society

SO306 Crossing Borders: Immigration and American Identities

SP111 Spanish for Life: Intermediate I

II. Gender Studies

AH324 Gender in the Visual Arts

AN251 Sex, Gender and Culture

EN348 Southern Women Writers

GOV272 Feminist Political Thought

HI226/GOV218 Topics in History and Politics of Gender

HI286 On the Screen: Gender, Class and Culture in Film

PH204 Philosophy of Feminism

PS241 Psychology of Gender

SP323 Contemporary Hispanic Women Writers

NR212 Human Sexuality

III. Global Perspectives

BU211 International Business

EN314 Decolonizing the Mind

FR242 Francophone Civilization

GOV251 International Politics

HI263 Islam in Historical Perspective

HI334 Nazi Germany and the Holocaust

ML316 International Filmmakers

PH103 Contemporary Moral Problems

PH203 Ethics and Society

SP112 Becoming Global Citizens: Intermediate Spanish II

SP352 Cities in the Hispanic World

IV. For their fourth elective, students can choose to do one of the following options:

(a) Take an additional course from any of the electives listed in the three categories above;

(b) CE206 Civic Engagement Leadership;

(c) 75-100 hour internship for credit (with approval from the Director)

COURSE DESCRIPTIONSAMERICANHI 103 American History Survey to the Civil War. (H) (L) (R) (WC) *One unit*. An introduction to the social, cultural, political, and economic history of the nation from the conquest and colonization of North America to the reunification of the United States at the end of the Civil War. Topics include: How did Europeans, Indians, and Africans give meaning to their experiences in the "New World" created by European colonization? How were the cultures of each group transformed by their interaction? How and why did the institution of slavery begin? How was the egalitarianism of the American Revolution reconciled with the reality of American slavery? What did "democracy" mean to the Revolutionary generation and which philosophical ideas most influenced the structure of government in the new nation? How did the rise of capitalism transform gender roles in American society? What has been the relationship between democracy and capitalism? How did the political controversy over slavery cause the American Civil War? *Offered as required.*

HI 104 American History Survey Since the Civil War. ***(H) (R) (L) (U)*** *One unit.* An introduction to the social, cultural, political, and economic history of the United States since the end of the Civil War. Topics include: Reconstruction; the New South; immigrant experiences; civil rights movements; urbanization; westward expansion; corporate capitalism; economic globalization; progressivism; the New Deal; the World Wars; the Cold War and McCarthyism; gender and society; countercultures and the American left; foreign policy.

HI 214 The Civil War and Reconstruction. (H) (L) (R) (T) *One unit.* Examines the American Civil War and its aftermath with an emphasis on the causes and consequences of the conflict between North and South. Topics include: How did slavery and capitalism compare as rival economic and social systems? What caused the Civil War to happen? What principles did the Confederate States of America stand for? Why did the South lose the war? What were the experiences of women during the war? What made the Civil War the first "modern war"? Why did Abraham Lincoln abolish slavery during the war? What were the experiences of former slaves after Emancipation? What have been the legacies of slavery? What were the goals of Reconstruction? Why did it fail? How have the Civil War and Reconstruction been remembered and interpreted in the century and a half since the war ended?

HI 216 Masters, Slaves, Po' Whites and People of Color. (H) (LL) (RR) (T) *One unit.* The development of a slave society in the ante-bellum south and the emergence of a segregated, "Jim Crow" society in the twentieth century.

HI 221 The US and World War II. (H) (O) (RR) (WC) *One unit.* A study of American involvement in the war against European fascism and Japanese imperialism, including military, political, diplomatic, social, economic, and cultural aspects of the conflict.

HI 225 History of New York City. (H) (WC) (LL) (R) One unit. This course explores the history of New York City from the founding of the Dutch colony of New Amsterdam to present day. Because of its broad historical sweep, the course does not touch upon every aspect of the city's history, but rather introduces students to major issues of each era and examines some selected topics in greater depth. Special emphasis will be placed upon the experiences of different social classes and ethnic groups. Issues addressed in this course include: What has been unique about New York's urban environment? How have ethnic, racial, class divisions shaped the history

of the city? How have immigrants been central to the history of New York City? What has been the relationship of New York to the rest of America? What contributions has New York made to America's political, economic and cultural traditions?

HI 226 Topics in the History and Politics of Gender. (H) (L) (R) (WC) *One unit.* An introduction to the history of gender relations in America, including a discussion of feminist theories, gender in contemporary culture, and the politics of gender.

HI 229 Museums, Myths, and Memories. (H) (RR) (U) (WC) *One unit.* How do Americans remember and memorialize the past? How do museums decide what to display and how to tell complicated, even painful stories about our national history? The purpose of this course is to examine the ways in which historical events are recorded, interpreted, and distributed to public audiences in the United States. We will consider a variety of ways in which historical narratives are created and transmitted: museums, memorials, holidays, historical sites, consumer goods, tourism, films, textbooks, and more. We will visit several key sites in New York City, including the African Burial Ground, the 9/11 Museum and Memorials, the New York City Archaeological Collection, and Historic Richmond Town in Staten Island.

HI 231 The 1960s in America. (H) (RR) (U) (WC). *One unit*. This course examines one of the twentieth century's most tumultuous decades. From the War in Vietnam to the battle for civil rights, from atomic power to Flower Power, the story of the 1960s is full of fault lines – the moment the post-World War 2 consensus of the 1950s seemingly fell to pieces. Looking at the "Sixties" broadly – from the late 1950s until the end of the Vietnam War in 1975 – this course will cover the Cold War, the space race, the Civil Rights Movements, women's liberation, gay rights, counterculture, the anti-war movement, environmentalism, and more.

HI 236 History of the Civil Rights Movement. (H) (LL) (UU) (WC) *One unit.* This course will examine the key events, figures, philosophies, tactics, and consequences of the modern civil rights movement in the United States. The period from 1950-1968 receives special attention, but the roots of the freedom struggle in an earlier era and the effect of the movement on recent American history also warrant investigation. This course will use primary source documents, film, interpretive literature, and music in order to fully study the most powerful mass protest movement in modern US history. Special emphasis will be given to the centrality of religion in the movement and the liberal social ethics, which motivated key participants. In addition, this course will concentrate on the powerful role played by whites, both in the North and the south, who fiercely resisted the black freedom struggle.

HI237 Environmental History & Change in the Modern World. (L) (UU) (RR) *One unit.* This course examines the changes in natural environments and human societies beginning in the late fifteenth century with the European invasion of the New World. Colonialism brought political control of Asian, African, North American, and Latin American world as a series of events with environment consequences. It introduces literary and cultural writings of various ecological movements along with their histories, which are offering alternative concepts to the increasing destruction of the nature. *Offered as required*

HI 240 Museum and Gallery Studies. (A) (C) (H) (O) (WC) *One unit.* This course introduces students to contemporary thought and practice in the making, exhibiting and marketing of visual art. The display of art throughout history and its relation to and impact on society will be investigated. Through essays, class discussions and field trips to local galleries, museums and auction houses, students will explore the importance

of context and presentation in how works of art are perceived by the public. Students will design and install an exhibit in the Wagner College Gallery. This course is ideal for any student interested in visual culture, the arts, history, or marketing. Cross-listed as AH 221 and AR 221.

HI 248 African American History I, 1619-1865. (H) (L) (WC) (UU) *One unit.* For more than three centuries, millions of Africans endured captivity and forced transportation into brutal labor in the plantation complex of the Americas. This course provides an introduction to the early history of Africans and African descendants in North America. Using historical scholarship, film, nineteenth -century slave narratives, and other primary documents, we will consider the momentous transformations in African American history from enslavement to emancipation. Far from a homogeneous experience ,this diverse history reaches from colonial outposts in South Carolina, to the antebellum cotton plantations of the Deep South, from the towns and farms of the upper South to the urban communities of the North. Four main themes of community, culture, religion, and resistance form a foundation for our investigations. We will ask how Africans of diverse nations and cultures formed African American communities how families and congregations constituted themselves for mutual support and daily survival; how identities and cultures were transformed in the process. We will explore the development of the institution of slavery and the white racial ideology that reinforced it.

HI 249 African American History II, 1865-1968. (H) (L) (WC) (UU) *One unit.* This course will introduce students to the major themes and events in African-American history since Emancipation. We will examine Reconstruction, the creation and establishment of Segregation, the migration of African-Americans from the South to the North, the Cultural Politics of African-Americans, the growth of Black Protest organizations, and the modern Black Freedom Struggle. In this course we will study the women and men who were leaders during these periods, but we examine the lives of ordinary women and men, also. Some of the themes we will encounter throughout the course are gender roles in the African-American community, the threat of lynchings and violence, color consciousness, children and poverty and race pride. The analysis of primary documents will be one emphasis of this class, although contemporary interpretations by historians are included. We will look to the African Americans of the period to guide us in our investigation of the complexities of this era of African American history. Class time will be given to lectures and other activities, as well as class discussions on issues raised by your assigned readings and selected videos.

HI 250 History of Science and Medicine in America. (H) (L) (RR) (WC) *One Unit*. Americans usually think of the development of science and medicine as a story of steady, continuous progress from the primitive, often superstitious past to the advanced, ever-improving present. In reality, the evolution of scientific and medical knowledge has looked less like a straight line and more like a twisting tree with fragmenting limbs and numerous dead branches. This course will examine the ways in which various groups of Americans have argued about truth, competed for legitimacy, and undergone paradigmatic reversals in the complicated and often confused path towards the place we stand today. Topics to be covered include germ theory, climate change, the internet, the weaponization of technology, alternate medicines, and more.

HI 273 The Environmental History of New York City. (H) (RR) (L) (WC) *One Unit*. Living in New York today, outside of a few parks, it can be difficult to find the things we usually associate with “nature:” forests, mountains, wildlife, wetlands and marshes, and the like. Indeed, if anything, this city seems to be defined by a lack of the “environment.” But New York is, and always has been, shaped by the distinctive set of natural, geographical, and biological features that surround us. This course examines these environmental forces: New York was born as a water city. How will our future be affected by the threats of climate change and rising seas? Where have New Yorkers found the food, drinking water, and clean air we need, and how have we gotten rid of the garbage we

don't want? What about the city's non-human residents – from the horses and pigs of the nineteenth century, to the pigeons, rats, and bedbugs of today? This course will demonstrate that "city" and "environment" are not antithetical terms, but rather that New York's past and future are inseparably tied to the place in which we live.

HI 275 Bringing the Past to the Public. (H) (RR) (U) (WC) *One unit*. How do Americans remember and memorialize the past? How do museums decide what to display and how to tell complicated, even painful stories about our national history? The purpose of this course is to examine the ways in which historical events are recorded, interpreted, and distributed to public audiences in the United States. We will consider a variety of ways in which historical narratives are created and transmitted: museums, memorials, holidays, historical sites, consumer goods, tourism, films, textbooks, and more. We will visit several key sites in New York City, including the African Burial Ground, the Museum of the City of New York, and the New York City Archaeological Collection.

HI 321 History of New World Slavery. (H) (LL) (UU) (T) *One unit.* Slavery has been a feature of human societies since the beginnings of human society. The form of chattel slavery pioneered by Europeans who brought Africans to the New World, though, occupies a unique place in the institution's long story. The course examines the rise and demise of New World slavery: its founding, central practices, long-term consequences as well as the social and human toll of the institution. The culture of African slaves in the diaspora will also be examined. This course will further explore slavery as it developed throughout the Atlantic basin, focusing particularly on parts of South America, the Caribbean, and mainland North America from the 17th to the 19th century.

HI 322 History of Minorities in the Media. (H) (R) (WC) (UU) *One unit.* This course is designed to examine the history of stereotypical images of minorities in film and the mass media. We will study how ideas of race and culture were formulated or shaped from the early 19th century to the present. Students will consider how minorities in the U.S. are represented as outsiders in American society. Students will read about and define derogatory or stereotypical images of minorities and discuss why these caricatures are enduring and, in some cases, very popular. Images that present African Americans as sambos, mammies, jezebels, beasts and darkies will be examined. We will also consider the image of Asian Americans as evil, simple, illiterate, and/or dragon ladies in the mainstream media. The popular image of Native Americans as savages, unworthy, and un-American will also be deconstructed. Students will be asked to read recent scholarship on gender, race and American culture and asked to consider the question of why we (themselves included) still accept and enjoy these unflattering images (i.e. how does their viewing, buying and listening habits either stop or create greater demand for minority stereotypes).

HI 323 Riots and Rebellion in Early American History. (H) (RR) (WW) (U). *One unit.* This course seeks to locate the origins of American politics, culture, and society in the tumultuous and often unruly period stretching from the arrival of first European colonists in the early 1600s through the American Revolution and into the nineteenth century. Special attention will be paid to the complicated and contested interactions between Europeans representing various empires, the indigenous populations of the Americas, and the millions of enslaved Africans carried across the Atlantic to work in the New World. Topics to be covered include European Empires' battles to control the Atlantic World, slavery and slave rebellions, early American gender roles, the American independence movement, the Constitution, and more.

HI 324 History of Beer, Brewing, and Drinking in America. (H) (RR) (WW) (U) *One unit*. This course examines the production and consumption of alcohol as a lens to understand major trends in American history from before European settlement to the present. From the first European colonists who drank beer instead of unreliable drinking water, to generations of immigrants who introduced new styles, to the modern resurgence

local, microbrew movements in places like Brooklyn, NY and Portland, OR, beer has often been seen as central to American culture. Topics to be covered include but are not limited to: alcohol as a driver of colonial economies, the effects of immigration on drinking culture, anti-immigrant stereotypes, 19th century temperance movements, prohibition, the brewing industry a semblematic of the general rise and fall of manufacturing in America, changing understandings of alcoholism as a public health issue, and the rise of international brewing conglomerates as a mirror ofbroader processes of globalization.

HI 325 Immigrant NYC, 1800-Present. (H) (LL) (U) (WW) *One unit*. Listen to the voices of the "huddled masses yearning to breathe free" who have chosen the five boroughs of New York City as their destination. This course will explore how and why diverse peoples were drawn to and built one of the world's most important global cities. Students will compare the waves of immigrants who came to America in the era of mass immigration from 1880-1924 to those arriving since 1965.We will study the struggles and contributions of immigrants at moments such as the Civil War, the Great Depression, World Wars and the civil Rights movement. Students will have the opportunity to explore positions around immigration debates, past and present, as well as their own cultural background. In visits to local museums and class readings, students participate in reenacting the feelings of those first coming to ourshores.

EUROPEANHI 111 Global Encounters to 1600. (H) (RR) (U) (WC) *One unit.* This course will examine Europeans and their neighbors from the end of Roman domination of the Mediterranean Sea, through the rise of Christianity and Islam, to the development of Western European monarchies and related global economic relationships. How did people and institutions exercise political, spiritual, economic and cultural power in the past—and what caused those power relationships to change over time? We will investigate the changing cultural practices and assumptions of these men and women, their political behavior, their social life and family organization, the ideas they cared about, the wars they fought, and the problems they faced. We will read myths, plays, letters, poetry, law codes, philosophical and religious works, listen to music, see films, and visit the Metropolitan Museum of Art.

HI 227 The Exercise of Leadership. (H) *One unit.* Students will explore exemplary models of leadership through case studies of political and civic issues that have mobilized communities in the U.S. and around the world in the Twentieth Century. The struggles of notable activists, including youth in the American civil rights movement, and Nelson Mandela in South Africa, offer insight into making effective choices in complex and ethically challenging situations. Case studies will also include business and sports leaders, environmental activists, U.S. presidents and other heads of State. Theories of leadership will also be analyzed in relation to outcomes. Students will be challenged to explore their own leadership goals and strategies, including pre-professional goals, civic-mindedness and their sense of global citizenship.

HI 252: Ancient Mediterranean Cities. (H) (O) (WW) *One unit.* Traces the development of urban civilizations in the ancient Mediterranean basin, and focuses on life in Greek and Roman cities. How do modern historians use archeology, textual evidence and art to recover the conditions of ancient urban life? We will study social class, gender, urban politics, democracy, imperialism and warfare, slavery and cultural identity, theater and spectacle, food and gastro politics, and evolving civic ideals in the city of Rome and its provinces.

HI 253 The World of the Crusades. (H) (RR) (WW) (O) *One unit*. Western Europe between 1000and 1350, a time of intense creativity, expansive growth, and significant interactions with non-Christian, non-European neighbors. We will focus on the material conditions of daily life, the rise of commerce, and changing power relationships between rich and poor, women and men, young and old, clergy and laymen. We will immerse

ourselves in the world of the Crusades by playing a complex role-playing game that invites students to “react to the past.” The course will end with an in-depth look at ways that famine and plague disrupted this medieval world during the fourteenth century.

HI 257 Gender, Power and Identity in Europe before 1800. (H) (RR) (WW) *One unit.* This course traces the development of “male” and “female” from the ancient world through the nineteenth century, focusing on the impact of gender on culture and on political and social organization. Changing scientific and medical ideas about sexuality will be discussed. Topics will include attitudes toward chastity, prostitution and childbirth, the history of costume and cross-dressing, conflicting notions of “honor,” the use of gender for political and social commentary, and the impact of the Enlightenment on the “gendering” of state and society. The course will also compare the gendered model of the Western nuclear family to non-Western examples.

HI 258 Reformation and Revolution in Early Modern Europe. New: (H) (WW) (O) *One unit.* Beginning with the transformational impact of Martin Luther's ideas on the early modern world, we will study the repeated cycles of bubonic plague, the uses of the printing press, the intersection of oral and print culture, the religious wars between Protestants and Catholics, witchcraft, and the rites of violence. Students will do in-depth research on early modern European witch trials. We will also explore how contemporary websites dedicated to Wicca and paganism use the history of early modern witchcraft to lend legitimacy to modern practices.

HI 260 Darwin, Marx and Freud. (H) *One Unit.* Darwin, Marx and Freud changed the world. Their ideas, methods and techniques affected the way we understand, practice and study: biology, medicine, human evolution, human societies, human minds and cultures. Their insights and theories changed our language and have led to social revolutions. In this course we will explore Darwin, Marx and Freud's basic insights and theories. We will carefully read and discus significant portions of their work as well as some interpretive texts. The class will be run as a seminar combining lectures and class discussions but the emphasis will be on the latter. There will be a required class trip to the American Museum of Natural History and we will use films and documentaries as supplementary material. *Cross-listed w/GOV 260.*

HI 269 Modern France and the World. (H), (LL) *One unit.* A study of the making of modern France and its contacts with other cultures from 1871 to the present. Topics include: the transformation of peasants into Frenchmen; popular culture, sports, avant-garde art, and urban life; socialism, nationalism, and the Dreyfus Affair; war and imperialism; American expatriates in Paris; labor and the Popular Front; Vichy France, Charles De Gaulle, and the Algerian War; the student revolt of 1968; Existentialism;relations with Africa and the Arab World; the New Europe; and contemporary issues.

HI 286 On the Screen: Gender, Class, and Culture in Film. (H) (R) (UU), (WW) *One unit*. This course offers students the two-fold opportunity to gain a better understanding of the history of the twentieth century and to become cultural critics of the cinema. Beginning with the invention of motion pictures in 1895 to the present, the course will trace the evolution of technology, style and meaning in mass entertainment in Europe, the U.S. and throughout the world. Films will be examined as cultural artifacts of their society, with particular attention to gender, sexuality, class, and ethnic and national identities. Works by major twentieth century directors, including such films as The Blue Angel(Germany, 1930) and Bicycle Thief (Italy, 1948), will be critiqued. Students will visit the Museum of the Moving Image and other independent cinema venues in New York City.

HI 334 Nazi Germany and the Holocaust. (H) (R) (WW) (UU) *One unit*. This course will challenge students to think about their own responsibilities in the face of prejudice, anti-Semitism, racism and genocide. We will study the political, economic and cultural factors that account for the rise of Nazis and its tragic impact on

men and women in Germany and throughout Europe in ghettos and deathcamps. We will consider the role of perpetrators, bystanders, victims and resistance in Nazi Germany, Fascist Italy, Vichy France and other nations through eyewitness accounts, documents, films and scholarly sources. Among the questions we will address: how did anti-Semitism and discrimination escalate to extermination of the Jews, the mentally and physically handicapped, “gypsies” (Sinti and Roma peoples), homosexuals and others? What was the role of the church and big business? Could the United States have done more during the Holocaust and other genocides, as in Armenia, Kosovo and Rwanda? The course includes a trip to the National Holocaust Museum in Washington D.C.

HI 345 Global History of Food. (H) (U) (LL) (WW) *One unit.* We will focus on the production, consumption, distribution and cultural perception of food and drink from the Ancient World to the present, concentrating on the Mediterranean basin, Western Europe, South Asia and the Americas. The common readings for the course will link the cultural history of food to economics, politics, anthropology, psychology, film and literature. Students will be encouraged to do a wide range of independent research on the “foodways” of historical periods of particular interest to them.

HI 362 Renaissance Italy 1300–1600. (H) (O) (L) (WW) *One unit.* The period of great wealth and cultural magnificence in Italy that was fostered by rapidly growing city-states such as Florence and Venice. The course will focus on Renaissance music, literature, art, and architecture, as well as political life, the culture of the laboring classes, the roles of women, and the rise of a highly sophisticated urban aristocracy.

NON-WESTERN AND GLOBAL PERSPECTIVES

HI 120 Global History. (H) (R) (UU) (WC) *One unit.* This course traces the history of modern world beginning with the European expansions in Latin America, Asia and Africa. The main focus is to analyze the interdependence between the world regions and sustained contribution of the non-westerns world in making of the modern world. In conceptualizing global histories as interconnected the course also brings out the social, cultural, economic and ecological implications and diversities to understand the global imbalances in various aspects. Most importantly the course intends to give a comprehensive understanding of the present through the lens of the past.

HI 234 History and Politics of East Asia. (H) (L) (RR) (U) *One unit.* This course provides an overview of politics in China, Japan, and Korea from the beginning of the twentieth century to the present. It deals with political history, institutions, the political process, political economy, and culture. *Cross-listed w/GOV234.*

HI 242 Modern African History. (H) (LL) (RR) (UU) *One unit.* This course offers an overview of the political, economic, and social history of modern Africa with a view towards understanding contemporary African issues. This is a survey course, exploring issues involving the transatlantic slave trade, colonialism, African nationalism, and international development policy. Through analytical readings, literature and film, this course explores labor, gender in African society, religious transformation, and ethnicity in order to present the diversity and complexity of modern Africa. *Cross-listed w/GOV242.*

HI 264 Islam in the World. (H) (LL) (R) (UU) One unit. This course examines the theme of Islamic communities beyond the central Islamic lands. The course will familiarize students with some of the many Muslim communities that exist beyond the Arabian Peninsula, notably in East and West Africa, South Asia, China and Europe. By exploring the multiple processes of trade, migration, conversion, and political expansion that have led to the growth of the world’s fastest-growing religious community, this class introduces students to the concept of the “Islamic Diaspora.”

HI 330 Empires and Imperialism. (H) (L) (UU) (WW) *One unit.* This course examines imperialism within the context of the 19th and 20th Century world. This course explores the social, political, and economic impacts of empire on global and local histories. Why did sexuality and gender roles become part of the marketing of Empire in advertisements, films (like Tarzan) and children's literature? How did the "civilizing mission," motivate or mask imperial policies in the Congo Free State or the British raj in India? In exploring imperialism's relationship to gender, race, class, religion, and ideology, we will also focus on critiques and resistance to empire, particularly 20th Century African and Asian nationalist movements.

GENERALHI 291 Special Topics. (H) *One unit.* Discussion and analysis of regions, peoples, and problems not covered in the standing courses of the department; content varies in accordance with special interests of faculty and students. The course may be taken more than once, depending upon the topic.

HI 297 The Historian as Detective: Exploring the City. (H) (LL) (T) (WW) *One unit.* Historians follow clues to gain insight into human behavior and the causes and consequences of dramatic social, political, economic and cultural change. Historians also seek to bring their ideas to the public through museum or on-line exhibits, teaching and speaking engagements, articles, books, films, games, or walking tours. This course develops the skills that are crucial for success in the major and important for many career paths: Critical analysis of sources, strategies for finding sources on line, writing, oral presentation skills and website design. Students will learn the value and limits of primary sources(eyewitness accounts, including newspapers and memoirs) and secondary sources. They will mine local New York City archives to gain new perspectives on specific topics of interest to students in American and global history. When possible, they will try to publish their work on-line or in print. Only open to History majors or minors.

HI 394 Practicum in History. (H) *One unit.* Take your skills into the field! You can work with experts at cultural institutions, museums, or historical societies (e.g., Ellis Island) on a project of your choice. No more than two internships may be taken towards the BA in History. Consult the Division Chair of the Humanities for further information.

HI 400 Senior RFT: Going Global. (H) (L), (RR) *One unit.* Touching, shocking, infuriating but essential sources, autobiographies remind us of the possibilities and dangers inherent in looking at the world from a single perspective. By looking critically at autobiographies, this course explores the dynamic fashion in which cultural and intellectual identities—including our own—are shaped within specific socio-political contexts. The use and abuse of personal narratives reveals disjunctions and connections between truth and memory, past and present, academic and experiential learning. Students craft their own cultural and intellectual autobiography as a 21st century citizen. As part of the senior learning community, the RFT will also provide opportunities for applied learning—in a senior practicum, on the job market, in public debate and in decision-making.

HI 490 Making History and History Makers. (H) (O) (LL) (WW) *One unit.* As a capstone seminar for history majors, this course offers history majors new insights into the craft of writing history and culminates in the research and writing of a substantive senior thesis. Reading seminal works in our field, we search for answers to fundamental questions such as: Who decides what is history? Who makes history and why? We look at the evolution of historical writing and thinking—a field known as historiography—as a contested terrain. The course navigates between colonial and postcolonial methods and periods to help the students to capture the changing nature of historical inquiry. Over the course of the semester students select their own research projects, lead class discussion about their work-in-progress and visit archives and libraries to search for research materials for their thesis.

HI 493 Independent Study. (H) *One unit*. An opportunity for the more advanced student to pursue an independent research project developed by the student and supervised by a history faculty member. The project must result in a research paper approved by the Division Chair of the Humanities and the supervising faculty member. *Prerequisite: approval by the Division Chair of the Humanities.*

The following courses have been offered by the department and may be offered again in the future. Please consult the department for further information.

HI 101 Who Owns History? (L) (R) (WC) (H)

HI 130 Revolutionary Cities: From Paris to Tehran. (H)

HI 201 History of International Human Rights. (H)

HI 230 The Vietnam War. (H)HI 235 Native American History. (H)

HI 315 American Social History I. (H)

HI 316 American Social History II.

(H) (LL) (RR) (WC)HI 252 Ancient Mediterranean Cities.

(H) (R) (WW) (UU)HI 253 The World of the Crusades.

(H) (RR) (WW) (U)HI 254 After the Black Death, 1348–1750.

(H)HI 284 Women and Men in Modern Europe and the World.

(H)HI 347 Global Cities.

(H)HI 356 Middle Eastern History and Politics.

HOLOCAUST AND HUMAN RIGHTS (MINOR) The minor in “Holocaust and Human Rights Studies” will train students to critically examine political and cultural events—both historical and contemporary-using the inter-related frameworks of human rights, ethical and moral philosophy and international law. The study of state-sponsored crimes against humanity, the impact of extreme nationalism, the use of the media in spreading racism, discrimination and prejudice, the demise of democracy, the power of resistance and rescue networks and the cultivation of empathy, courage and memory through film, the arts, and the social sciences, requires a multidisciplinary approach. The study of the Holocaust and genocide in Bosnia, Rwanda and other nations offers important insight into behaviors such as obedience to authority, conformity, altruism, and civil courage. This minor encourages students to recognize how human rights are intertwined with fields as disparate as education, medicine, international law, theater and art history. Completion of the Minor in Holocaust and Human Rights Studies helps students to prepare for further studies or careers in law, social and governmental service, including education, as well as the arts.

REQUIREMENTS FOR A MINOR IN HOLOCAUST AND HUMAN RIGHTS STUDIES

A minimum of 5 units with the following distribution:

Foundation course – 1 unit from this list:

AH 491: Art and Aesthetics in the Third Reich

EC312: Economic of Genocide

HI280: The Holocaust in Film, Theater, Video and the Arts

HI334: Nazi Germany and the Holocaust

Electives – 4 units: *Students must take four more courses from the additional electives (listed below). Electives must be drawn from at least two different disciplines.*

EC414: Economics of Discrimination

EN314: Post-Colonial Literature.

GOV235: Riots, Rebellions and Revolutions

GOV313: Ethics and Public Policy

GOV317: Civil Liberties and Human Rights

HI 221: The United States in World War II

HI236: Civil Rights Movement

HI321: New World Slavery

HI325: Immigrant New York City

HI345: Global History of Food

JR373: Ethics in Journalism

MG333: Workforce Diversity in Organizations

PH103: Contemporary Moral Problems

PH109: Political Philosophy

PS240: Psychology of Prejudice

SO215: Race & Ethnic Relations

SO306: Crossing Borders: Immigration & American Identities

SW292: Introduction to Social Policy

Any intermediate foreign language class or above.

Students may petition for Special Topics courses and Expanding Your Horizons courses to count towards the minor. Independent Study or Internship Credit is also possible.

Leadership and Diversity (L&D) Certificate Program

Leadership and Diversity (L&D) Certificate Program

Please note that this program is available only to students who matriculated prior to the fall 2025 academic year.

Drawing upon an interdisciplinary curriculum, addressing an increasingly diverse and globalized world, the program enables students to acquire skills in: intercultural understanding, ethical decision-making, facilitation, bias-identification, self-reflection, bystander intervention strategies and empathetic listening. Students will explore the social and historical contexts of diversity and inclusion and identify exemplary models of leadership and advocacy through case studies of select political, social, economic and cultural issues that have mobilized communities in the U.S. and around the world. Students and returning professionals will build a toolkit to become better leaders in a range of careers, such as: health/ medicine, human rights, social services, education, environmental justice, law, business, politics, sports, journalism, and international development.

Transfer of Credit: Any foundation classes completed at Wagner College with a grade of C or higher may be transferred to the Leadership and Diversity Certificate program. In the event that a student transfers in core courses, they would be required to take additional electives so the program remains an **8-unit requirement**. Program elective classes taken at Wagner College, or any classes taken at other institutions, may not be transferred into the program.

This program is not eligible for federal or state aid.

For questions, reach out to Prof. Lori Weintrob at lori.weintrob@wagner.edu.

FOUNDATIONS

Students are required to take FOUR UNITS

1. **HI 227 The Exercise of Leadership**
2. **HI 236 History of the Civil Rights Movement**
3. **GOV 215 Law, Justice and Diversity in the U.S.**
4. **PH101 Practical Reasoning**

Note: In 2023-2024, L&D students should take their electives in the Fall and the Foundation classes in the Spring.

ELECTIVES

Students are required to do FOUR electives. These include one elective from each of the following FOUR categories:

1. Anti-Racism and Social Inequalities

- AN 206 People & the Environment
- AN 325 People, Power & Place
- EC 414 Economics of Discrimination
- EN212 Introduction to Literary Analysis and Theory

- EN 216 African-American Literature
- GOV 268 African American Political Thought
- HI 249 African-American History II, 1865-1968.
- HI325 Immigrant NYC
- PS240 Psychology of Prejudice
- SO215 Race, Ethnicity and Society
- All ASL classes

2. Gender Studies

- AH 324 Gender in the Visual Arts
- AN251 Sex, Gender and Culture
- EN348 Southern Women Writers
- GOV 272 Feminist Political Thought
- HI 226/GOV 218 Topics in History and Politics of Gender
- HI 286 On the Screen: Gender, Class, and Culture in Film
- PH 204 Philosophy of Feminism
- PS 241 Psychology of Gender
- SO320 Sociology of Gender
- SP 323 Contemporary Hispanic Women Writers
- NR212 Human Sexuality

3. Global Perspectives

- AN 236 Cultures of the Caribbean
- BU211 International Business
- EN314 Decolonizing the Mind
- GOV 251 International Politics
- HI263 Islam in Historical Perspective
- HI334 Nazi Germany and the Holocaust
- ML316 (I): International Filmmakers
- PH103 Contemporary Moral Problems
- PH203 Ethics and Society
- SO 306: Crossing Borders: Immigration and American Identities
- Any classes in Modern Languages, other than ASL

4. Leadership

For their fourth elective, students can choose to do one of the following options:

- Take an additional course from any of electives listed in the three categories above;
- CE 206 Civic Engagement Leadership;
- BU 625 Communicating Ethical Leadership in the Global Theater
- BU 625L Communicating Leadership Lab (Must be taken concurrently with BU 625)

- 75-100 hour internship for credit (with approval from the Director)

Program Curriculum Requirements

MATHEMATICS & COMPUTER SCIENCE

MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT

The Mathematics and Computer Science Department offers the following programs:

● Computer Science (B.S., minor)

● Information Systems (B.S., minor)

● Mathematical Economics

Please note that the following programs are available only to students who matriculated prior to the fall 2025 academic year.

● Mathematics (B.S., minor)

● Dual Degree in Mathematics and Childhood Education (B.S., housed in Education Division)

COMPUTER SCIENCE (B.S.)

The computer science program emphasizes the practical application of knowledge with a focus on software engineering. Students may also focus studies on hardware design, mathematics, or business computing. The major prepares students for careers as programmers, software engineers, systems analysts, and consultants. The Senior Learning Community represents the culmination of the major and is designed to prepare our majors for advanced studies or for careers in teaching, computing, telecommunications and networking, system analysis, or consulting. The SLC consists of an advanced course (CS/IS 453 or CS/IS 550) and an RFT (CS/IS 400), in which students either complete a field experience at an approved computer science facility or develop and finalize a theoretical research project

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

A minimum of 16 units with the following distribution:

Computer Science requirements—10 units:

CS 130 (or 132); 142; 251; 252; 325; 356; 351 or 352 or 353 or 422; 453 or 456 if not taken as the senior capstone course.

Two additional courses must be chosen from Computer Science: CS 130 (or 132), 212, 343, 345, 350, 351, 352, 353, 422,591, and 595.

Senior Learning Community—2 units

Senior Reflective Tutorial: CS 400.

Senior Capstone Course: CS 453 or CS 550.

Cognate requirements—4 units

MA 121, 122, 230, 232.

REQUIREMENTS FOR A MINOR IN COMPUTER SCIENCE

A minimum of 6 units in computer science courses including no more than two of the following courses (CS 212, 352, 353, or 422) and no more than one introductory course (CS 106 or 107).

INFORMATION SYSTEMS (B.S.)

The Information Systems Major emphasizes the practical application of knowledge with a focus on design and implementation aspects of large-scale information systems for businesses. The major is designed for students seeking professional careers in information systems. The students are required to take a number of courses in computer science, information systems and business. The major prepares students for careers as systems analysts and managers, network and database administrators, and consultants. The Senior Learning Community represents the culmination of the major and is designed to prepare our majors for advanced studies or for careers in teaching, computing, telecommunications and networking, system analysis, or consulting. The SLC consists of an advanced course (CS/IS 453 or CS/IS 550) and an RFT (CS/IS 400), in which students either complete a field experience at an approved computer science facility or develop and finalize a theoretical research project.

REQUIREMENTS FOR A MAJOR IN INFORMATION SYSTEMS (B.S.)

A minimum of 16 units with the following distribution:

Computer Science and Information Systems requirements – 8 units

CS 106 or 107; 130 or 132; 142; 251; 252.

IS 352 or 353; 453; 522.

Senior Learning Community – 2 units

Senior Reflective Tutorial: IS 400.

Senior Capstone Course: IS 425 or 453.

Cognates – 6 units

MA 108 and one of MA 121 or MA 124.

AC 101

EC 102

MG 201 and 411

REQUIREMENTS FOR A MINOR IN INFORMATION SYSTEMS

Five units in computer science/information systems as follows: CS 106, 130, 142; IS 522, 550.Additionally, two units in business administration, MG 201, MG 411. Suggested courses of study, or tracks, are available for computer science majors who are interested in any of the following areas: hardware design, software design, applied mathematics, or business computing. A description of these tracks may be obtained directly from the student's advisor.

COURSE DESCRIPTIONS

CS 106 Computer Competency Fundamentals. (TT) One unit. All students must demonstrate computer literacy by a successful completion of this course or of a higher numbered computer science course, or by means of a test (obtaining a grade of C or better on either). This course examines the history of computers and their role in society and business. Fundamentals of PC operating systems, electronic mail processing, word processing, spreadsheets, database management, and internet. *This is a course for non-computer science majors. Offered fall and spring semesters.*

***CS 107 Computers: Fundamentals of Networking and Internet. (TT)** *One unit.* This course focuses on the Internet, the world's largest computer network. Topics include: basic principles of networking, Internet specifics, Internet browsers, remote computer usage — telnet, FTP, HTM language, and basics of JAVA programming. *This is a course for non-computer science majors. Offered fall and spring semesters.*

***CS/IS 110 Introduction to Information Technology. (TC) (TT)** *One unit*. Fundamentals of Information Technology Management. Analysis of a typical IT organization, its structure, roles and operation. Management of common IT products and services. Management of projects, including building requirements, timelines, budgets and risk registers. *No prerequisites. Offered fall and spring semesters.*

***CS 130 Introduction to Programming. (TT)** *One unit.* 130 (or 132) and 142 constitute a two-semester sequence. Introduction to computer hardware, internal data representation, machine language, algorithms, and object-oriented and structured programming techniques. Basic control structures such as sequencing, branching and loops, as well as basic data structures such as integers, real numbers, characters, arrays and pointers are exemplified through various examples. *Offered fall and spring semesters.*

***CS 132 Object-Oriented Software Development for the World Wide Web. (TT)** *One unit.* Design and analysis of programs with special emphasis on Object-Oriented Programming in a GUI environment. Classes and their relationships, object building, derivation, and inheritance are covered in depth using JAVA language. Class overloading, virtual functions, and polymorphic techniques are addressed as well. Incorporation of Applet programs written JAVA into Web applications are discussed in depth. This course involves several hands-on programming exercises. *Offered spring and fall semesters.*

***CS 142 Techniques of Programming. (TT)** *One unit.* Continuation of 130 (or 132). Design and analysis of programs with special emphasis on Object-Oriented programming. Classes, functions, files and pointers are covered in depth. Topics such as information hiding, separate compilation, personal libraries and linking, as well as recursive techniques for control and data structures are discussed and implemented. Data encapsulation and information hiding are covered through various related projects that include using classes, their constructors and destructors. Class inheritance and derivations, class templates and overloading, virtual functions and polymorphisms are studied and examined through several hands-on projects. *Prerequisite: CS 130 or 132. Offered spring semesters.*

***CS 210 Internet and Database Research Techniques. (TT)** *One unit.* Information management and research skills are essential for academic success. This course is designed to teach students basic computing skills as well as techniques for retrieving and evaluating information sources. Students will learn database management, networking, and internet skills while learning the fundamentals of the research process. Hands-on instruction will take place in the Horrmann Library Smart Lab. Upon successful completion of the course, designated students may apply to work in the library as Research Tutors to assist fellow students with research. *Prerequisite: Successful completion of a Freshmen LC. Offered spring semester.*

CS 212 Computer Graphics. (TT) *One unit. P*oint and line drawing techniques, planar transformations, clipping, windowing, graphics packages, survey of graphics hardware, interactive graphics. Additional topics to be chosen from raster graphics, curves and surfaces, perspective, shading, hidden-surface elimination. Prerequisite: CS 142. *Offered spring semester.*

***CS 251 Data Structures. (TT)** *One unit*. Arrays, stacks, queues, lists, trees, with applications to sorting and searching. Prerequisite: CS 142. *Offered fall semester.*

***CS 252 Assembler Language. (TT)** One unit. Data representation, instruction type and format, branching, stacks, subroutines, procedures, assembling, linking, and macros. *Prerequisite: CS 142.Offered spring semester.*

***CS 260 Excel for the Business Professional. (TT)** One unit. Students will learn how to use Microsoft Excel and Access as well as other components of the Office Suite to create worksheets and charts. Various ways of formatting and how to effectively use formulas and functions in a variety of business scenarios will be stressed. Exploration of what-if analysis and work with multiple worksheets and workbooks will enhance their overall business acumen. Financial functions, Excel stock-data web queries, database tables and amortization schedules will be included in the course work. Other tools which will be incorporated are trend lines, pivot tables, pivot chart reports and slicers. Formula auditing, data validation and complex problem solving will be included in a semester project. Lastly, mastery of macros and visual basic applications (VBA) will round out the Excel immersion.

CS 291 / IS 291 - Special Topics: Intro to Information TechnologyTopics selected according to the students interest and faculty availability. This course will provide the students with an opportunity to study a particular area related to their major that may not be provided in regular offerings. *It will be offered periodically as needed.*

CS/IS 325 Theory of Computation. (TT) One unit. Mathematical foundations of computer science. Formal languages: lexical, context-free, context-sensitive, type 0. Automata: Finite, Push-down, Linear-bound Turing machines, Chomsky's hierarchy. Cross-listed with MA 325. *Prerequisites: CS 130, MA230 or instructor's permission. Offered spring semester.*

CS/IS 343 A Comparative Study of Contemporary Operating Systems. (TT) *One unit.* The material covered in the course will include in a comparative study, the features of UNIX, Windows® 2000, XP, Linux, and other current operating systems. Their respective environments and their accommodations of programming and networking related issues will be studied at length. Available file systems, tools, utilities, as well as debuggers and other supporting tools are discussed on a comparative basis. *Prerequisite: CS 130 or 132. It is recommended that this course be completed in the sophomore or junior year.*

***CS/IS 345 Database Systems. (TT)** *One unit.* The material covered in the course will include: organization, storage, and retrieval of large bodies or relatively uniform or structured data, its physical storage, and useful data structure techniques for common database operations. The main part of the course covers the main models of data — the relational model, the network model, and the hierarchical model. Emphasis is on the relational model. Current Database Management Systems overview, as well as SQL Basics and Standards are covered as well. *Perquisite: CS 142. Offered fall semester.*

***CS 350 Microcomputer Fundamentals. (TT)** *One unit.* Elements of microcomputer hardware and software. Basic digital electronics, microprocessor architecture, assembler language programming, introduction to interfacing. *Prerequisite: CS 252. Offered fall semester.*

***CS 351 Computer Architecture. (TT)** *One unit*. Transistor circuits, gating, sequential circuits, CPU architectures and microprogramming, arithmetic algorithms, interrupts and I/O, basic design of main memory, microprocessor technology, and software considerations. *Prerequisites: CS 251, 252. Offered spring semester.*

***CS/IS 352 (TT)** *One unit.* This course focuses on design and implementation of network-distributed systems. Topics include: basic principles of networking, network topology and protocols, client/server applications using state machines and communication protocol techniques, and network programming utilizing JAVA facilities (socket interface, IDL, and remote method invocations) security. *Prerequisite: CS 142. Offered spring semester.*

***CS/IS 353 Computer Networks, LAN and WAN Technologies and Techniques. (TT)** *One unit*. This course will examine the issues facing Local and Wide Area Network designers and administrators. While some of the technologies will be explored, most time will be spent investigating the techniques necessary to make them work. Students will become familiar with real networks exhibiting the decisions and problems inherent in modern LANs and WANs. Prerequisite: CS 142. Offered fall semester.

***CS 356 Programming Languages. (TT)** *One unit.* A survey of current programming languages including the ALGOL family, PL/I, ADA, SNOBOL, and LISP. A formal specification of languages using grammars is presented. An introduction to recursive-descent parsing is also given. *Prerequisites:CS 251, 252, 325. Offered fall semester.*

***CS/IS 397 Computer Science/Information Systems Experience. (TT)** *One unit.* Internship at an approved computer science or information systems facility under the supervision of a faculty member. *Prerequisite: permission of the Division Chair. Offered fall and spring semesters.*

CS/IS 400 Senior Reflective Tutorial. (M) (O) (TT) (WC) *One unit*. Students complete a field experience at an approved computer science facility or they execute a theoretical research project. An undergraduate thesis is presented. *Prerequisites: senior standing and permission of the Division Chair. Offered spring semesters (with CS/IS 425 or CS/IS 453, capstone course).*

CS/IS 422 Database Programming and Connectivity. (TT) *One unit.* This course focuses on current database programming techniques and methodologies. Topics include: database management systems overview, SQL, Basics and Standards, relational database primer, database drivers features and availability, ODBC, JDBC, database connectivity application programming interface, interfacing databases by applications generating database queries in SQL, integrating the techniques of database programming and interfacing into the World Wide Web. .*Prerequisite: CS 142. Offered fall semester.*

***CS/IS/MA 425. Advanced Topics in Data Structures and Algorithms.** (M) *One unit.* This course discusses sequences, sets, and graphs such as searching, sorting, order statistics, balanced search tree operations, hash tables, graph traversals, graph connectivity and path problems, algebraic and numeric algorithms, performance measures, analysis techniques, and complexity of such algorithms. *Prerequisites: MA 121, CS 251.*

CS/IS 453 Operating Systems. (TT) Capstone course. *One unit.* History of operating systems; console operation, batch mode, multiprogramming, timesharing, and real-time systems. File management, job scheduling, memory management, device management, processes, semaphores and concurrent programming, virtual machines, and computer networks*. Offered spring semester.*

***CS 456 Compilers. (TT)** *One unit*. Principles of design and implementation of modern compilers. Topics include lexical analysis, parsing, code generation, error detection and recovery, and optimization. Particular emphasis on LL and LR parsing and on automatic parser generators. *Prerequisite: CS 325.Offered fall semester.*

***CS 482 Numerical Analysis. (TT)** *One unit.* Newton's and other numerical methods, operators, finite differences, numerical integration, numerical solution of differential equations, and an introduction to computer arithmetic. *Cross-listed with MA 482. Prerequisites: CS 130 and MA 122. Offered fall semester of odd-numbered years.*

CS/IS 497 Computer Science/Information Systems Experience. (TT) *Two units.* Internship at an approved computer science or information systems facility under the supervision of a faculty member. Prerequisite: permission of the Division Chair. *Offered fall and spring semesters.*

CS/IS 550 Electronic Commerce. (TT) Capstone course. *One unit*. This course is designed to provide students with a broad overview of the electronic commerce environment and key issues involved in its implementation. Students are going to learn how to build the front-end, middleware, and backend components that drive electronic commerce. *Offered spring semester.*

***CS/IS 591 Special Topics. (TT)** *One unit.* Topics selected according to student interest. This course will provide students with an opportunity to study a particular area related to computers that may not be provided in the regular offerings, or to continue their study beyond an existing course offering. *Prerequisite: permission of the Division Chair of the Sciences. Offered periodically.*

CS/IS 593 Independent Study (TT) *One unit*. An opportunity for an advanced student to work independently, under the direction of a faculty member, on some topic not included in the regular offerings. P*rerequisite: permission of the Division Chair.*

CS/IS 595 Seminar. (TT) *One unit*. Attendance is required at every meeting; at least one paper must be presented by each student. This course may be repeated once for credit with permission of the division. *Prerequisites: junior standing and permission of the t Division Chair of the Sciences. Offered periodically. * A non-refundable laboratory fee is required.*

MATHEMATICS (B.S.)

The major in Mathematics is designed to meet two goals: introducing some of the central ideas in mathematics, and developing problem-solving ability by teaching students to combine creative thinking with rigorous reasoning. The program prepares students for graduate studies and careers such as: pure and applied mathematics or other sciences, engineering, statistics, actuarial science, and teaching. The Senior Learning Community represents the

culmination of the major and is designed to prepare our majors for advanced studies or for careers in teaching, computing, engineering, statistics, or actuarial science. The SLC consists of one advanced course (MA 321, MA373, MA420, or MA431) and an RFT(MA 400), in which students either complete a field experience at an approved facility or they develop and finalize a theoretical research project.

REQUIREMENTS FOR MAJOR IN MATHEMATICS (B.S.)

A minimum of 15 units with the following distribution:

Core Mathematics requirements—6 units

MA 121, 122, 223, 230, 232, 233.

COGNATES - 2 UNITS

1. CS 130 or 132 and

2. Any Computer Science (CS) course numbered 142 or higher, or any Physics (PY) course 141 or higher.

ELECTIVES—5 UNITS

Five additional courses must be chosen from MA 316 or higher including no more than one of the following courses: MA 591, 593, 595.

MA 316, 321, 322, 325, 373, 420, 431, 433, 441, 482 are strongly recommended.

SENIOR LEARNING COMMUNITY—2 UNITS

SENIOR REFLECTIVE TUTORIAL: MA 400

SENIOR CAPSTONE COURSE: Choice of one of the following: MA 321, 373, 420, or 431.

REQUIREMENTS FOR A DUAL MAJOR OF MATHEMATICS AND

CHILDHOOD EDUCATION (B.S.)

For the Education component of the dual major consult the Education section of this Bulletin. The Mathematics component of the dual major consists of a total of 10 (9 units + 1 cognate) including the following courses:

Core Mathematics requirements—7 units

MA 121, 122, 223, 230, 232, and two of the following: 373, 421, 431, 433, and 441.

Cognate—1 unit

CS 130.

Senior Learning Community—2 units

Senior Reflective Tutorial: MA 400.

Senior Capstone Course: Choice of one of the following, not taken as a core mathematics requirement: MA 373, 431, 433, or 441.

REQUIREMENTS FOR A MINOR IN MATHEMATICS

A minimum of 6 units in mathematics numbered 108 or higher are required for a minor in mathematics. A computer science course numbered 130 and higher may be taken as a substitute for a mathematics course to reach those 6 units.

Alternatively, if a major requires both MA 121 and MA 122, students in those majors are required to take four more units in mathematics numbered 200 or higher for a minor in mathematics. Students in these majors are not allowed to substitute computer science courses for mathematics courses.

COURSE DESCRIPTIONS

MA 108 Statistics for Business. (M) (Q) *One unit*. Basic techniques of statistical analysis of single, bivariate and multivariate data, including regression and correlation, probability and probability distribution of discrete and continuous variable, estimation and hypothesis testing, using Normal, t, and F distribution. Application to Economic and Business with Microsoft Excel data analysis. *Offered Fall and Spring semesters.*

MA 118 Introduction to Probability (M) (QQ) *One unit.* This course is an introduction to probability based on counting techniques and combinatorics. Topics include: general probability rules, conditional probability, Bayes' theorem, discrete random variables with emphasis on the Binomial distribution, continuous random variables with emphasis on the Normal distribution, confidence intervals, and hypothesis testing. *Offered fall and spring semester.*

MA 119 Finite Mathematics. (M) (QQ*) One unit.* This course builds algebraic skills while emphasizing applications, modeling and decision-making problems in the social sciences, business, natural sciences, and other areas. Introduces the student to the basic ideas of logic, set theory, combinatorics, probability, statistics, vectors, matrices and linear programming. *Offered fall and spring semesters.*

MA 121 Analytic Geometry and Calculus I. (M) (QQ) *One unit.* MA 121, 122, and 223 constitute a three-term sequence. MA 121 is an introduction to calculus: derivatives and integrals of algebraic and trigonometric functions of one variable, with applications. *Offered fall and spring semesters.*

MA 122 Analytic Geometry and Calculus II. (M) (QQ) One unit. Continuation of MA 121.Techniques and applications of integration of functions of one variable: L'Hopital's rule, improper integrals, sequences and series, polar coordinates, and conic sections. *Prerequisite: MA 121. Offered fall semester. Periodically offered spring semester, consult Division Chair of the Sciences.*

MA 124 Applied Calculus. (M) (QQ) *One unit.* A review of linear and quadratic equations, an introduction to polynomial functions, a study of derivatives, logarithmic and exponential functions, and basic integration, with applications to business, economics, social sciences, and life sciences. Applications include optimization of cost, revenue and profit functions, curve sketching, and surplus calculations. This is a course for non-mathematics majors. *Prerequisite: MA 108 or permission of instructor. Offered fall and spring semesters*

MA 125 Thinking Mathematically: From Number Lines to Calculus (M) (QQ) *One unit.* This course is designed to provide foundational perspectives about mathematics concepts and skills that will allow educators, from pre-K to secondary school, to effectively open the discipline of mathematics to their future students so they can successfully navigate STEM field gatekeeping courses. Course topics focus on mathematical thinking and how to support students through their fears and anxieties about math so they can develop an appreciation of and competence in the discipline. Exploration of international approaches to teaching mathematics form the basis for exploring how the nation might improve the teaching of math in the U.S. In addition, students improve their own mathematics skills through self-assessment and self-paced study using web-based resources. *Prerequisite: MA 119 or higher.*

MA 223 Analytic Geometry and Calculus III. (M) (QQ) *One unit*. Continuation of MA 122. Vectors, functions of more than one variable, partial differentiation, multiple integration. *Prerequisites: MA 121,122.*

MA 230 Discrete Mathematics. (M) (QQ) *One unit.* Logic and proof techniques, set theory, algorithms, recurrence relations, graph theory, trees. *Prerequisite: MA 121 or permission of instructor. Offered fall semester.*

MA 232 Linear Algebra. (M) (QQ) *One unit*. Linear systems, vectors, matrices, determinants, vector spaces, dot and inner space products, Eigenvalues, Eigenvectors, and linear transformation. *Prerequisite: MA 121 or 124. Offered Fall semester.*

MA 233 Differential Equations. (M) (QQ) *One unit*. Ordinary differential equations of the first and second order, existence and uniqueness of solutions, linear differential equations, power series solutions, Laplace transforms, with applications to geometry and physics. *Prerequisite: MA 122. Offered Spring semester.*

MA 291 Special Topics: Intro to Information Technology Topics selected according to the students interest and faculty availability. This course will provide the students with an opportunity to study a particular area related to their major that may not be provided in regular offerings. *It will be offered periodically as needed.*

MA 316 Operations Research. (M) (QQ) *One unit.* Optimization, linear programming, simplex method, duality, sensitivity analysis, networks, transportation, and forecasting models. *Offered Spring semester of even-numbered years.*

MA 321 Advanced Calculus. (M) (QQ) *One unit*. Capstone course. Continuation of MA 223. It covers advanced topics of vector integral calculus such as line and surface integrals, divergence theorem, theorems of Green and Strokes, and their applications to the physical sciences. This course serves the needs of students in mathematics, physics and engineering. *Prerequisites: MA 223. Offered fall* semester. Periodically offered spring semester; consult Division Chair of the Sciences.

MA 322 Complex Variables. (M) (QQ) One unit. Complex numbers, analytic functions, conformal mapping, Taylor and Laurent series, contour integration, and residues. P*rerequisite: MA 223. Offered Fall semester of even-numbered years.*

MA 325 Theory of Computation. (M) (QQ) *One unit*. Mathematical foundations of computer science. Formal languages: lexical, context-free, context-sensitive, type 0. Automata: Finite, Pushdown, Linear-bound Turing machines, Chomsky's hierarchy. *Cross-listed with CS/IS 325. Prerequisites: CS 130 and MA 230 or instructor's permission. Offered spring semesters.*

***MA 373 Probability. (M) (QQ)** *One unit.* Capstone course. Basic laws of probability, discrete and continuous random variables, expectations, and the Central Limit Theorem. *Offered Fall semester of odd-numbered years.*

MA 397 Mathematics Experience. (M) (QQ) *One unit.* Internship at an approved internship facility under the supervision of a faculty member. *Prerequisite: permission of the Division Chair of the Sciences. Offered fall and spring semesters.*

MA 400 Senior Reflective Tutorial. (M) (O) (QQ) (WC) *One unit.* Students complete a field experience at an approved facility or they execute a theoretical research project. An undergraduate thesis is presented. Offered spring semester with MA 321, MA 431, MA 420, or MA 373, capstone course.

MA 420 Real Analysis. (M) (QQ) *One unit.* Capstone course. A rigorous discussion of real numbers, the topology of the real line, continuous, differentiable, and Riemann integrable functions, sequences and series of numbers and functions. *Prerequisites MA 122, MA 230. Offered spring semester of even numbered years.*

MA 421 Topology. (M) (QQ) *One unit.* Topological spaces and topological equivalence, the topology of the real line, metric spaces, compact spaces, connected spaces, Hausdorff spaces, and the separation axioms. *Offered spring semester, even-numbered years.*

MA 431 Abstract Algebra. (M) (QQ) *One unit.* Capstone course. Groups, rings, integral domains, fields. *Offered fall semester of even-numbered years.*

MA 433 Theory of Numbers. (M) (QQ) *One unit.* Divisibility, congruence, theorems of Wilson and Fermat, linear diophantine equations, and elements of coding theory and encryption. *Prerequisite: MA230. Offered Fall semester of even-numbered years.*

MA 441 Modern Geometry (M) (QQ) *One unit*. An introduction to modern geometry through aunified treatment of foundations; Euclidean geometry, projective and other non-Euclidean geometries. *Offered fall semester, odd-numbered years.*

MA 451 History of Mathematical Thought. (M) (QQ) *One unit.* A survey of the development of mathematics from ancient to modern times. Prerequisite: junior standing.

MA 482 Numerical Analysis. (M) (QQ) *One unit*. Newton's and other numerical methods, operators, finite differences, numerical integration, numerical solution of differential equations, and an introduction to computer arithmetic. *Prerequisites: CS 130 and MA 122. Cross-listed with CS 482. Offered Spring semester of even-numbered years.*

MA 497 Mathematics Experience. (M) (QQ) *Two units*. Internship at an approved facility under the supervision of a faculty member. *Prerequisite: permission of the Division Chair of the Sciences. Offered fall and spring semesters.*

MA 591 Special Topics. (M) (QQ) *One unit.* Topics selected according to student interest. This course will provide students with an opportunity to study a particular field of their mathematical interest that may not be provided in the regular offerings or to continue their study beyond an existing course offering. *Prerequisite: permission of the Division Chair of the Sciences. Offered periodically.*

MA 593 Independent Study. (M) (QQ) *One unit.* An opportunity for an advanced student to work independently, under the direction of a faculty member, on some topic not included in the regular offerings. *Prerequisite: permission of the Division Chair of the Sciences*.

MA 595 Seminar (M) (QQ) *One unit.* Attendance is required at every meeting; each student must present at least one paper. This course may be repeated once for credit with permission of the Division Chair. *Prerequisites: junior standing and permission of the Division Chair of the Sciences. Offeredperiodically.*A non-refundable laboratory fee is required*

MATHEMATICAL ECONOMICS (B.S.)

The Mathematical Economics major is an interdisciplinary major offered jointly by the programs in economics and mathematics. This major provides students with the requisite grounding in mathematics that allows students to appreciate and go deeper in pursuing modern economic analysis. Students who are interested in pursuing graduate study in Economics (at the M.A. /M.S. level and, particularly, at the Ph.D. level) as well as considering a path towards law can benefit considerably from the training in abstract formulations of problem situations. The rigorous training in mathematics and quantitative analysis makes it attractive to current generation of business recruiters (FANG) where such skills are indispensable. For students who have no immediate plans for graduate study, the major provides valuable transferable skills (both general and specific) that allow the students to differentiate themselves from other labor force participants. The Senior Learning Community includes 1. a capstone seminar course (EC 420: Economic Methodology and the History of Economic Thought), that exposes students to the evolution of economic thought and the methodology of economics, and 2. the senior reflective tutorial (EC 400) where students complete a substantive independent research project that includes significant empirical analysis along with oral presentations and a final senior thesis.

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

A minimum of 12 units with the following distribution:

Foundation courses—5 units

EC 101, 102, 301, 302, 415

Mathematics courses —6 units

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

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

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

Senior Learning Community—2 units

EC 420 and EC 400 or MA 400

ECONOMICS COURSE DESCRIPTIONS

EC 101 Macroeconomics (S). *One unit.* The cycle of boom and bust, of bubble and crash remains a permanent fixture of industrial economies. For two hundred years these cycles have been superimposed on rising affluence in Western, and now more recently, in Asian economies. This course explores the causes of growth and cycles

from the perspectives of different schools of thought. In particular, the roles of monetary, fiscal, and regulatory policies will be examined in the light of the historical and recent economic performance of the United States and other industrial economies. *Offered fall and spring semesters.*

EC 102 Microeconomics (S) (Q) (L). *One unit*. How does the market coordinate the buying and selling decisions of millions of consumers and businesses? How is the myriad of goods and services produced, as well as the incomes generated to buy them? This course examines the relationships between consumers, firms, markets, and government from orthodox and heterodox perspectives. It develops the economic analysis to understand the market economy. Topics that will be covered include demand, elasticity, supply, production and cost, and market structure. The markets for and utilization of labor, land, and capital are also examined. The role of government in securing the advantages of the market while mitigating its problems is also discussed. Offered fall and spring semesters.

EC 291 Special Topics in Economics (S). *One unit*. Faculty may offer, from time to time, more specialized topics of interest.

EC 301 Intermediate Macroeconomics (S). *One unit.* This course develops the economic theory underlying macroeconomic policy-making in the United States today. It considers competing theoretical perspectives including Post-Keynesian, Monetarist, and supply-side approaches and the debates on the role of government, taxation, and stabilization policy, the balanced budget and the national debt, and money and credit. The actual practice of fiscal and monetary policy is examined in the light of the influences of the international economy on the United States. *Prerequisite: EC 101. Offered fall semesters.*

EC 302 Intermediate Microeconomics (S) (Q). *One unit.* Microeconomic theory is applied extensively every day in a range of business, governmental and not-for-profit organizations in manufacturing and service production, healthcare, and transportation. This course elaborates on and applies the core economic principles developed in EC 102 to answer questions of allocation, organization, and pricing from orthodox and heterodox perspectives. Policy issues of anti-trust, environmental protection, and utility pricing are also explored. *Prerequisite: EC 102. Offered spring semesters of odd numbered years.*

EC 304 International Finance (S). *One uni*t. This course will demythologize the worlds of foreign exchange markets, balance of payments, and international financial institutions such as the IMF, the World Bank, and their affiliates. It will take a historical approach to unveil some of the major conflicts that are currently unraveling the world monetary system. We will also discuss some possible directions for the future restructuring of the system. P*rerequisite: EC 101 or 102. Offered fall semester.*

EC 305 International Trade (S). *One unit*. This course will explore modern trade theory with a major emphasis on developing and using economic modeling to explain the rationale and direction of modern trade flows. A discussion of changes in current practices of commercial policy in the context of new information technology and geo-economic structures will be included as well as the new European Economic Community. *Prerequisite: EC 101 or 102. Offered spring semester.*

EC 306 Economics of the Environment (S). *One unit.* This course analyzes environmental issues from an economic perspective. It draws on both orthodox and alternative approaches to examine issues of sustainable development and policies to correct environmental pollution and maintain habitat and species. Issues covered will include global warming, acid rain, ozone depletion, habitat and species preservation, and the economics of recycling. *Prerequisite: EC 101 or 102. Offered as required.*

EC 307 Health Economics. (S). *One unit.* This course provides an overview of the health care sector and how to apply the principles of economics to analyze it. Specifically, the course will cover the demand for and supply of health care services, the structure of health insurance and its impact on social welfare, with an emphasis on the peculiarities of the health care market, the causes of market failures and the need for government intervention. The U.S. health care system will be compared to those of other countries and the current health policy will be evaluated based on such criteria as efficiency and equity. *Prerequisite: EC 101, 102 or permission of the instructor. Offered spring semester of even numbered years.*

EC 312 Economics of Genocide (S). *One unit*. The course will explore the ways in which genocide is a logical extension of economic discrimination. This includes, but will not be limited to, an investigation of the economic motivations behind the 20th centuries classic cases of genocide: the Aghet (Turkish genocide against the Armenians), the Holocaust, the Khmer Rouge, and the Hutu-power genocide. Examples of previous cases of genocide such as the nineteenth century attempt at the extermination of the indigenous American tribes will be brought in as appropriate. *Prerequisite: EC 101 or 102. Offered fall semesters of even numbered years.*

EC 313 Labor Economics and Industrial Relations *(S).* One unit. While executive compensation has soared and dot.com millionaires have proliferated, more than one in five American children grow up in poverty. Inequality in the United States is the highest it has been since the Gilded Age at the turn of the century. In this course we will examine why the rise of “winner-take-all” markets has coincided with falling incomes for the poor, and the roles of globalization, technology, family structure, immigration, and other factors in producing these outcomes. We will conclude the course by examining the history and role of unions, the practice of collective bargaining, and the legal framework for industrial relations in the U.S. *Prerequisite: EC 101 or 102. Offered spring semesters of odd numbered years.*

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

EC 400 Senior Reflective Tutorial (S). *One unit.* This course requires students to complete a major research paper based on empirical economic work. A senior thesis will be the 100-hour experiential component. Students will design and develop an empirical research project independently. This research project is geared to students applying to graduate school for a M.A. or Ph.D. in economics, a law degree or medical degree as well as students who wish to apply economics to urban planning, international affairs and other liberal arts or professional programs. It is in this senior tutorial that students will develop and refine skills in applied economics, such as data collection, manipulation, mining and data organization that are required for a major research paper. It will demand a high level of empirical data analysis, competence with at least two economic regression programs and familiarity with the standard presentation techniques both verbal and written in economics. The subject area of the project is broad in order to accommodate various economic applications. The RFT will provide a forum for reflection, sharing and discussion of the research. The RFT will allow students to share their research and literature searches with the group. They will be required to orally present at several stages of their senior thesis to economists from Wagner College and at seminars in the greater New York area. *Prerequisites: EC 101and 102, MA 108, one of EC 301 or 302 and EC 415. Offered every spring semester.*

EC 411 Industrial Organization and Public Policy: Big Business USA (S). *One unit*. How corporations work, how they grow, and how production is carried on; includes a survey of the relationships among market structure, conduct, and performance in theory and practice. The concepts of concentration, centralization, product differentiation, conditions of entry productivity, and performance are studied. Emphasis is placed on a history of corporate development, interpretations of the social role of the corporation, and a review of the effects of antitrust law. *Prerequisite: EC 101 or 102. Offered asrequired.*

EC 412 Economic Geography (S). *One unit*. Economic geography studies the social, cultural and institutional factors in the spatial economy. Economic Geography is the study of agglomeration of the linkages between systems. These linkages include but are not limited to transportation, international trade, development and growth, real estate, ethnic economics, gendered economics, core-periphery theory, the environment and globalization. *Prerequisites: EC 101 or 102 or permission of the instructor. Offered spring semesters of odd numbered years.*

EC 414 Economics of Discrimination (S). *One unit.* Large gaps in earnings and differences in patterns of employment by race, gender, and ethnicity place many women and racial and ethnic minorities near or in poverty. Educational opportunities, access to healthcare, legal services, credit and housing, and eligibility for government programs can also differ systematically for members of different groups. This course explores these differences through readings, film, research projects, and field trips. In this process we will examine debates on the roles of biology, family, culture, and economic opportunity in generating inequality. Topics such as affirmative action and comparable worth will be discussed. *Prerequisite: EC 101 or 102. Offered spring semesters of even numbered years.*

EC 415 Applied Econometrics (S) (LL) (TT) (Q). *One unit.* This course is an introduction to applied econometrics, the field of economics in which statistical tools are applied to test economic ideas, and in which data are summarized in ways that can inspire new ideas. .The primary objective is to provide theoretical and practical foundations in carrying out econometric studies, with a focus on the applications of econometric techniques in economic analysis. Students will gain experience in using computers to analyze data sets and interpreting the findings of empirical results. *Prerequisites: MA 108and either EC 101 or 102.*

EC 420 Economic Methodology and the History of Economic Thought (S). *One unit*. This is the capstone course for economic majors. The course is focused on refining and developing the students understanding of the evolution of economic thought and the philosophy (methodology) of economics. The research/critical thinking skills necessary to practice economics in the real world necessitate an exposure of students to issues in the evolution of economic thought and methodology. The goal is to develop not only methodological sensitivity to current economic/business problems but to integrate the evolution of economic ideas into their world view. The course will have an overview of historical methodology and trace the history of economic thought. This will function as a platform for students to think critically not only about their research but economics in general as a social/historical construct. *Prerequisites: EC 101, 102 and either EC 301 or 302; MA 108 and EC 415. To be taken in conjunction with EC 400. Offered every spring semester.*

EC 497 Internship in Economic (S). *One unit.***EC 593 Independent Study (S).** *One unit.* An opportunity for the more advanced student to pursue an independent research project developed by the student and supervised by a disciplinary faculty member. The project must result in a research paper approved by Dean and the supervising faculty member. *Prerequisite: approval by the Dean of the Nicolais School of Business.*

MODERN LANGUAGES

MODERN LANGUAGES, LITERATURES, CULTURES DEPARTMENT

The Modern Languages Department offers the following programs:

Please note that these programs are available only to students who matriculated prior to the fall 2025 academic year.

● French Studies (B.A., minor)

● Spanish (B.A., minor)

● Dual Degrees in French or Spanish and Childhood Education (B.A., housed in Education

Department)

● Italian (minor)

● German (minor)

Wagner College has a lively Modern Languages Department that offers a wide range of courses in American Sign Language, Arabic, French, German, Italian, and Spanish. Majors are offered in Spanish and French Studies. Minors are offered in French, German, Italian, Middle Eastern Studies, and Spanish. Through our programs of study, students will develop skills of communication, analysis, interpretation and critical inquiry, and they will build a linguistic and cultural awareness that will enable them to experience the world differently through the myriad cultures of the planet. Language majors are required to study abroad, and minors are strongly encouraged to do so. Credit from Wagner-approved study-abroad programs may be used for completing a major or minor in French, French Studies, German, Italian, or Spanish. In addition to meeting with the Study Abroad Coordinator, students must have their study abroad courses approved by the Division Chair of Humanities. **Please note:** Taking two related courses while studying abroad fulfills the intermediate learning community (ILC) requirement.

FRENCH STUDIES (B.A.)

This interdisciplinary major emphasizes communication skills, cultural awareness and an appreciation of literature, music and film. All classes are taught entirely in the target language and use proficiency-based methodologies. Appropriate technology including stream movies, online Super Sites and conversation platforms with native speakers enhance language study. Wagner's study abroad programs also provide excellent opportunities for students who wish to become fluent in French through short-term faculty led trips to Canada, Europe and Africa on the Expanding Your Horizons Program. Students can also gain mastery through six-week, semester or year-long programs in a variety of countries. The Modern Languages Department supports students interested in Civic Engagement initiatives. By combining a major in French Studies with a major in another discipline, students can prepare for graduate school and careers in government, public relations, marketing, advertising, business, law, health professions, bilingual counseling, translating, journalism, editing and publishing, and teaching. Further options for students interested in pursuing the study of French at Wagner include the dual major in French Studies and Childhood Education. The Senior Learning Community includes the RFT (FR 400) taken alongside a capstone course (one of a selection of 300-level French literature, film or culture courses). While taking into account the content covered in the capstone course, in the RFT students

will review, refine and develop their language and research skills to produce a senior thesis. The RFT also includes supervised work at a cultural institution or in a community organization within the Metropolitan area where students could be actively using their French skills.

REQUIREMENTS FOR A MAJOR IN FRENCH STUDIES

A minimum of 11 units with the following distribution, with a maximum of 4 courses permitted in English. Students may complete their French Studies major abroad by taking approved elective classes in a French-speaking country.

Required courses – 5 units as follows:

FR 111, 112, 231, 232, 251

Electives – 4 units to be chosen from among the following:

FR 107, 230, 234, 241, 242, 291, 310, 320, 333, 334, 335, 346, 351, 352, 355, 356, 423, 593

ML 316

AH 112, 213, 321, 326

EN 232, 255

HI 112, 269, 284, 286

GOV 232

Senior Learning Community – 2 units

FR 400 taken concurrently with one of a selection of 300-level classes offered on a rotating basis. This course includes an experiential component.

REQUIREMENTS FOR A DUAL MAJOR IN FRENCH STUDIES AND CHILDHOOD EDUCATION

For the Education course requirements consult the Education section. The French Studies component of the dual major consists of a total of 10 units including the following required courses: 111, 112, 231, 232, 251, and fives electives. Education Majors who must fulfill the two-semester language State requirement must take two consecutive classes in the same language in order to receive credit.

FRENCH (MINOR)

The minor in French provides students with a solid linguistic and cultural foundation for a globalized world. Students will reach a level of proficiency in speaking, listening, reading, and writing, while also acquiring knowledge in the literatures and cultures of the francophone world. All classes are taught entirely in the target language and use proficiency-based methodologies. The minor is especially useful for students who plan on studying, working, volunteering, or traveling abroad. Wagner’s study abroad programs provide excellent opportunities in a variety of countries through the short-term Expanding Your Horizons Program or longer experiences during the summer or the semester. The French minor complements a wide array of majors, such as art history, film and media, history, music, theatre, sociology, economics, and international or comparative politics.

REQUIREMENTS FOR A MINOR IN FRENCH

The French minor consists of a total of 5 units, which may include the following courses: FR 107, FR111, FR 112, FR 231, FR 232, FR 251; and a choice of electives in French to obtain 5 units. Students starting their French studies at a level higher than FR 107 must take more electives in order to complete the minor. One course may be taken in English translation.

COURSE DESCRIPTIONS

FR 105 Basic Intensive French I. (H), (U) *One unit*. This is a one-semester course for students with 0- 2 years previous experience with the language. Students learn a variety of vocabulary and grammar, concentrating on the present tense. The course provides students with a solid foundation in reading, writing, speaking and listening skills and introduces aspects of French and Francophone culture. Lessons concentrate on communicating effectively in the language and include a variety of structured and unstructured oral exercises, listening exercises, presentations and group conversation. Prerequisite: 0-2years of high-school instruction or permission of instructor. Offered as required.

FR 106 Basic Intensive French II. (H), (U) *One unit.* This is a one-semester course for students who have completed French 105 or have 1-2 years of previous experience with the language. Students learn a variety of vocabulary and grammar, including the past, future and conditional tenses. The course builds upon reading, writing, speaking and listening skills and introduces further aspects of French and Francophone culture. Lessons concentrate on communicating effectively in the language and include a variety of structured and unstructured oral exercises, listening exercises, presentations and group conversations. *Prerequisite: FR105, 1-2 years of high-school instruction or permission of instructor. Offered as required.*

FR 107 Accelerated Elementary French. (H), (U) *One unit.* This is a one-semester accelerated course that condenses the material covered in FR105 and FR106 into one semester. This is a fast-paced course and is intended primarily for false beginners (learners who have had some previous instruction but who are still at the elementary level). Students therefore elect to take FR105 and FR106, or to take FR107; at the end of each track, students will be at the Intermediate level. Students learn a variety of vocabulary and grammar, including the present, past, future and conditional tenses. The course builds upon reading, writing, speaking and listening skills and introduces aspects of French and Francophone culture. Lessons concentrate upon communicating effectively in the language and include a variety of structured and unstructured oral exercises, listening exercises, presentations and group conversation. *Prerequisite: 1-2years of high school instruction or permission of instructor. Offered spring semester.*

FR 111 Intermediate French I. (H), (O), (UU) *One unit.* This is a one-semester course for students who have completed both FR105 and FR106, those who have completed FR107, or those who have 3years of previous experience with the language. Students consolidate their knowledge of the present and past tenses (passé composé, imparfait and plus-que-parfait) and learn a variety of vocabulary that relates to contemporary culture (telecommunications, film and art, for example). The course includes films and literary passages such as short stories to supplement students' exposure to different registers and to extend their cultural awareness. Lessons concentrate on communicating effectively in the language and include a variety of structured and unstructured oral exercises, listening exercises and group conversations. *Prerequisite: none. Offered fall semester.*

FR 112 Intermediate French II. (H), (O), (UU) *One unit.* This is a one-semester course for students who have completed both FR111 or those who have 3-4 years of previous experience with the language. Students consolidate their knowledge of the future and conditional tenses, are introduced to the subjunctive, and learn a variety of vocabulary that relates to contemporary culture (film, music, and travel, for example).The course includes films and literary passages such as short stories to supplement students' exposure to different registers and to extend their cultural awareness. Lessons concentrate on communicating effectively in the language and include a variety of structured and unstructured oral exercises, listening exercises and group conversation. In particular, they are introduced to writing skills that enable them to write in response to literary and non-literary texts, and to prepare them for the expectations of writing at the advanced level. Successful completion of this course is required for students to be able to study abroad in France or a Francophone country. By the end of this course, students will be at the Advanced level and are prepared to take FR231: Advanced French Composition and Conversation I. *Prerequisite: none. Offered spring semester.*

FR 230 The Art of the Flâneur: Paris in Literature, Art and Film. (H) *One unit.* In this course, we will study how Paris has been represented in art, literature and film. Paris is a mythic space in the French imagination: a place of creation, of intellectual engagement, of artistic expression, of romance, of dreams, of elegance and of style. We will go in search of this mythic Paris in books, in art galleries, in cinemas, in museums and in the streets themselves. We will firstly trace the history of the city through its Roman origins to its place as the head of a highly centralized state, pausing to reflect upon major historical, social and cultural developments. We will then read a selection of literary representations of the city, we will view filmic representations of the city and we will also explore artistic representations of the city through visits to art galleries and museums. *Prerequisites: FR 111 or permission of instructor. Offered as required as part of the Expanding Your Horizons (EYH) Program.*

FR 231 Advanced French Composition and Conversation I. (H), (C), (OO), (UU) *One unit*. This class consists of intensive practice in written and conversational French. It is based on in-depth study of French grammar and analysis of literary and non-literary readings of advanced difficulty. Materials include newspaper articles, short stories, films and a short novel, and classes incorporate oral reports, debates, translation from both English to French and French to English, structured and unstructured oral activities, and composition. Particular emphasis is placed upon developing solid writing skills as a preparation for the long papers required in upper-level courses. *Prerequisite: FR112 or equivalent. Offered fall semester.*

FR 232 Advanced French Composition and Conversation II. (H), (OO), (WC), (UU) *One unit.* This class deepens the intensive practice in written and conversational French of FR231.The study of French grammar is foregrounded and supplemented by analysis of more challenging literary and non-literary readings. Materials include newspaper articles, short stories, films and a short novel, and classes incorporate oral reports, debates, translation from both English to French and French to English, structured and unstructured oral activities, and composition. Particular emphasis is placed on developing solid writing skills as a preparation for the long papers required in upper-level courses. *Prerequisite:FR231 or equivalent. Offered spring semester.*

FR 234 Introduction to French Translation. (H), (RR), (WC), (UU) *One unit*. This course uses translation to help students consolidate complex grammatical structures and further develop their awareness of the particular subtleties of French. Students will be introduced to the history and theory of translation from French to English and English to French through a variety of texts: newspaper and journal articles, legal and medical documents, letters, advertisements, film subtitles, and literary works. The course includes a final service-learning translation project. *Prerequisite: French 232 or equivalent. Offered as required.*

FR 241, 242 French and Francophone Civilization. (H), (RR), (WC), (UU) *One unit each*. A study of French cultures and civilization (fall semester) and Francophone cultures and civilization (spring semester), including visual arts, history, music and literature. Prerequisites: French 231. Open to native speakers of French*. Offered as required.*

FR 251 Introduction to Literature in French. (H), (RR), (WC), (UU) *One unit.* This course introduces students to reading literary texts in French. The course aims to develop students' literary analysis through studying examples of poetry, theater and prose. Material is arranged thematically, e.g. the theme of love, death or identity, and includes texts from both France and the Francophone world. The course also introduces students to major research sources as well as to the nature and methodology of writing scholarly papers. Prerequisite: FR 232 or permission of instructor. Open to native speakers of French*. Offered as required.*

FR 255 Sex and Gender in Medieval French Literature. (H), (RR), (WW), (U) *One unit.* Medieval France saw a new flowering of interest in romantic love, but also a new imposition of control over sexual behavior by the Church. As a result there was an explosion of literature both celebrating and condemning a wide variety of erotic attitudes and practices, composed by churchmen, noblemen, and the few women who achieved the education and authority to write. We will read troubadour love lyrics, Arthurian romances, poems debating the merits of same-sex love, and selections from Christine dePizan, widely considered to be Europe's first feminist. All texts, whether written in French or Latin, will be read in English translation. Prerequisite: none. Cross-listed with EN 255. Offered as required.

FR 310 Literature in Turn-of-the-Century Paris, Vienna, Berlin, and Barcelona. (H), (C), (RR),(WC), (U) *One unit*. A detailed reading of some of the major literary works written in fin-de-siècle Paris, Vienna, Berlin, and Barcelona. Along with readings by authors such as Arthur Rimbaud, Marcel Proust, Colette, Thomas Mann, and Rainer-Maria Rilke, this class will address the rise of psychoanalysis, the exploration of sexuality, and café culture. Students will visit several museums and galleries throughout the semester. This course is taught in English. *Prerequisite: none. Cross-listed with EN 310 and AH 326. Offered spring semester of odd-numbered years.*

FR 320 French Masterworks in Translation. (H) *One unit*. A survey of the great tradition in French literature from the sixteenth century Pléiade group through the seventeenth century dramatists, such as Voltaire and Rousseau and the nineteenth and twentieth century writers, such as Balzac, Hugo, Zola, Sartre, De Beauvoir, and Camus. In order to receive French credit students must read the works and write their papers and exam answers in French. This course is taught in English. *Prerequisite: none. Offered as required.*

FR 332 Voyages in 19th-Century Literature. (H), (RR), (UU), (WC) *One unit*. This course explores musical and literary works of 19th-century France that center around the idea of the voyage, be it imaginary or real. The course focuses not only on the conventional theme of travel; it also looks to the "voyage" as experienced through drug-induced dreams, the fantastic, and even the eyes of quirky scientists. This exploration of the 19th century will also consider the medium of music as a means of journey. Prerequisite: FR 232 or permission of instructor. Open to native speakers of French. *Offered as required.*

FR 333 Nineteenth Century French Literature. (H) *One unit*. Benjamin Constant's Adolphe, Hugo's poetry, Balzac's Sarrasine, Baudelaire's Les Fleurs du Mal, Zola's Thérèse Raquin, a text by Flaubert, short stories by Guy de Maupassant, and the poems of Arthur Rimbaud are read and discussed. All work is in French. Prerequisite: French 232 or permission of instructor. Open to native speakers of French. *Offered as required.*

FR 334 Twentieth Century French Literature. (H) *One unit.* This companion course to French 333focuses on a selection of novels, short stories, plays, and essays which characterize the volatile world of twentieth century French letters. Typical of the authors read are Valéry, Gide, De Beauvoir, Sartre, Camus, Sagan, Duras, Genet, Barthes, Malraux, and Le Clézio. All work is in French. Prerequisite: French 232 or permission of instructor. Open to native speakers of French. Offered as required.FR 335 French Beyond France: An Introduction to la Francophonie. (H) One unit. French is an official language in 33 countries, and a lingua franca in many more. In this course, we will broaden our study of French to other areas of the world in which French is spoken: North Africa, Sub-Saharan Africa, the Caribbean, Quebec and Indochina. In the first part of the course, students will learn about the history of the imperial project that resulted in the preponderance of French in the world. We will then study each area of la Francophonie in turn, examining representative works of art, literature and film that present the major themes of the colonization and post-colonization eras. *Prerequisite: FR 232 or permission of instructor. Open to native speakers of French. Offered as required.*

FR 346 A Window on France: French Survey. (H) *One unit*. This course offers a chronological survey of French literature and its cultural heritage from the Middle Ages to the present times, focusing on movements such as Romanticism, Realism, Naturalism, Surrealism, and Postmodernism. Authors to be studied include Christine de Pizan, Rabelais, La Fontaine, Molière, Rousseau, Sand, Balzac, Proust, Colette, Camus, Sartre and Duras. Prerequisite: FR 232 or permission of instructor. Open to native speakers of French. Offered as required.

FR 351 French Women Writers in Translation. (H), (RR), (WW), (U) *One unit.* This course explores women's writing from the unique literary and cultural perspectives of French speaking society. Readings include such authors as Madame de Sévigné, George Sand, Simone de Beauvoir, Françoise Sagan, Colette, Nathalie Sarraute, Marguerite Duras, and Delphine de Vigan. This course is offered in English. *Prerequisite: none. Offered spring semester of odd-numbered years.*

FR 352 Cities in the Francophone World. (H) *One unit*. This course examines the literary representations of city life in the French speaking world from the nineteenth century to the present. Using an interdisciplinary approach, topics will include the city as a physical and utopian construction, urban and non-urban landscapes, post-war reconstruction, poverty, alienation, immigration, and the ways in which cities occupy and challenge the literary imagination. *Prerequisite: French 232 or equivalent. Open to native speakers of French. Offered as required.*

FR/EN 356 French Cinema: Retrogrades, Rebels and Realists. New: (H), (R), (WW), (UU) *One unit.* This course introduces students to the major developments in the history of French cinema. The course aims to develop students' skills of analysis and interpretation in order to enable them to read and appreciate film as an art form. The course is divided into three parts which present the three principal moments of French cinematic history; the films of Poetic Realism from the 1920s and 1930s; the films of the New Wave from the 1950s and 1960s and fin-de-siècle films of the 1980s and 1990s. Film-viewings are supplemented by the study of film theory. The class is writing-intensive and fulfills the International Perspectives requirement. This course is taught in English. *Prerequisite: none. Offered as required.*

FR 400 Senior Reflective Tutorial: French Expository Writing. (H), (RR), (WW), (UU) *One unit.* Taken alongside an upper-level French or Francophone literature, film or culture course, the Senior Learning Community aims to build upon previous language learning to review, refine, develop, and practice language skills to achieve correct and effective expression in French with emphasis on writing. Depending on the nature of the experiential model, students will complete a 15-page research paper or a30-page thesis in French. The first model consists of one hundred hours of supervised work at a cultural institution or in a community organization

within the Metropolitan area where students would be actively using their French skills. These students will write a 15-page research paper in French. The second model consists of 30 hours of experiential learning and a 30-page senior thesis in French based on a cultural, literary, or cinematic theme selected by the student. For both models, there will be a formal research paper and a thesis defense at the end of the semester. *Prerequisite: French 251 o rpermission of instructor. Open to native speakers of French. Offered as required.*

FR 423 Contemporary French and Francophone Women Writers. (H), (RR), (WC), (U) *One unit.* This course examines the literary work of women writers in the French-speaking world in the context of historical, social and cultural developments. The course is grounded in feminist theory and pays particular attention to both the heyday of French feminism (the 1970s) and subsequent theory. A range of writers from different places in the Francophone world and from different historical periods will be studied, including for example George Sand, Colette, Assia Djebar, Marguerite de Navarre, Louise Labé, Simone de Beauvoir, Madame de Lafayette, Annie Ernaux and Maryse Condé. Prerequisite: FR251 or permission of instructor. Open to native speakers of French. Offered as required.

ML 316 International Filmmakers. (H) (R), (WW), (UU) *One Unit.* How does film's visual language bring us closer to a country's culture? This course examines the various representations of cultural traditions through the works of some of the most influential and thought-provoking international filmmakers. Directors include Chantal Akerman (Belgium), Jean-Pierre Bekolo (Cameroon), Icíar Bollaín (Spain), Nuri Bilge Ceylan (Turkey), Arturo Ripstein (Mexico), Michael Haneke (Austria),Chen Kaige (China), Abbas Kiarostami (Iran), Krzysztof Kieslowski (Poland), Akira Kurosawa (Japan),Lucrecia Martel (Argentina), Walter Salles (Brazil), Ousmane Sembène (Senegal), François Truffaut(France), Paolo Virzì (Italy), and others. Students interested in languages, foreign cultures and travel will gain a deeper understanding on the notion of "otherness" as seen through the works of award-winning filmmakers. This course is taught in English. *Prerequisite: none. Offered as required.*

FR 593 Independent Study. *One unit.* Supervised independent research projects developed by the student, with faculty advisement. Restricted to advanced majors. *Offered fall and spring semesters or during the summer, as required.*

Modern Language—General

ML 291 Special Topics. *One unit*. A course dealing with the literature of either the Arabic-, German-, French-, Italian, or Spanish-speaking world, given in the original. The language and content will vary and be determined by the instructor. Prerequisite: completion of the intermediate level. *Offered as required.*

SPANISH (B.A.)

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

options for students interested in pursuing the study of Spanish at Wagner include the dual major inSpanish and Childhood Education. The Senior Learning Community includes the RFT (SP 400) taken alongside a capstone course (one of a selection of 300-level Spanish literature, film or culture courses). While taking into account the content covered in the capstone course, in the RFT students will review, refine and develop their language and research skills to produce a senior thesis. The RFT also includes supervised work at a cultural institution or in a community organization within the Metropolitan area where students could be actively using their Spanish skills.

REQUIREMENTS FOR A MAJOR IN SPANISH

A minimum of 11 units with the following distribution, with a maximum of 1 course permitted in English. Students may complete their Spanish major abroad by taking approved elective classes in a Spanish-speaking country.

General Guidelines

SP 107 ((Re) Discovering Spanish: Accelerated Basic Spanish) is designed for students who have had 0–2 years of high school Spanish. Students may take SP 111 after completing SP 107.

SP 111-112 (Intermediate Spanish) is designed for students who have had either 2–3 years of high school instruction or 2–3 semesters of college Spanish. SP 111 is a prerequisite for SP 112.

Native speakers of Spanish must begin their formal college study of the language at the 231-232–level or higher, depending on their background.

Required courses – 5 units as follows:

SP 111, 112, 231, 232, 310

Electives – 4 units to be chosen from among the following:

SP 213, 230, 234, 235, 241, 242, 291, 260, 314, 320, 323, 346, 347, 351, 352, 411, 412, 593

ML 316

GOV 247, 249

AN 234, 236

Senior Learning Community – 2 units

SP 400 taken concurrently with one of a selection of 300-level classes offered on a rotating basis. This course includes an experiential component.

REQUIREMENTS FOR A DUAL MAJOR OF SPANISH AND CHILDHOOD EDUCATION

For the education component of the dual major consult the Education section. The Spanish component of the dual major consists of a total of 10 units which include the following required courses: SP 111, 112, 231, 232, 310, and a choice of electives in Spanish to obtain 10 units. Education majors who must fulfill the two-semester language State requirement must take two consecutive classes in the same language in order to receive credit.

SPANISH (MINOR)

Spanish is the second most widely spoken language, and the minor in Spanish provides students with a solid linguistic and cultural foundation for a globalized world. Students will reach a level of proficiency in speaking, listening, reading, and writing, while also acquiring knowledge in Latin American and Spanish literature and culture. All classes are taught entirely in the target language and use proficiency-based methodologies. The minor is especially useful for students who plan on studying abroad or for those who will be working or volunteering in Hispanic communities. Wagner's study abroad programs provide excellent opportunities in a variety of countries through the short-term Expanding Your Horizons Program or longer experiences during the summer or the semester. The Spanish minor complements a wide array of majors, such as art history, film and media, history, music, theatre, anthropology, sociology, nursing, economics, and international or comparative politics.

REQUIREMENTS FOR A MINOR IN SPANISH

A minimum of 6 units in Spanish, including the elementary level. SP 310 is required for all minors.

Students may complete their Spanish minor abroad by taking approved elective classes in a Spanish-speaking country.

COURSE DESCRIPTIONS

SP 107 (Re) Discovering Spanish: Accelerated Basic Spanish. (H), (U) *One unit*. Did you know that over 4,000 Spanish words derive directly from Arabic? This fast-paced course welcomes students with up to two years of previous high school experience to rediscover the beauty of Spanish at the college level. It is also appropriate for those who wish to discover the language for the first time. Designed for highly motivated learners, the class provides students with solid basic speaking, reading, writing, and comprehension skills. The curriculum covers the fundamentals of Spanish grammar while introducing students to the diverse cultures of Latin America and Spain through interactive exercises, elementary readings, and the visual arts. *Prerequisite: 0-2 years of high school instruction or permission of instructor. Students with more than two years of Spanish or native speakers will not receive academic credit for this course. Offered spring semester*

SP 108 Spanish for Teachers. (H) *One unit.* This course is specifically designed for students in Elementary or Secondary education. Classroom activities will revolve around the acquisition of listening, reading, writing, and speaking within the context of an academic setting. Students will participate in role-play, skits and phone conversations that reflect today's educator's need for communication with students and parents from a diverse Spanish-speaking population. No prerequisite. Not designed for native speakers of Spanish. *Offered summer session only, as required.*

SP110: Business in the U.S. and Beyond. *One Unit.* With over 500 million native speakers across the world, Spanish is the fastest growing language in the United States. Meanwhile, Hispanic entrepreneurs and businesses have become a driving force behind the US economy. This course will provide students with basic language training and intercultural role awareness to help them interact with the growing number of Spanish-speaking, business owners and consumers, as well as with the potential business partners in Latin America and Spain. Students will acquire practical communicative skills, technical vocabulary, and valuable cultural insights to better navigate corporate dynamics and Spanish-speaking countries. Activities outside the classroom will include on-site visits to local Hispanic businesses, guest presentations by international speaker via zoom and cultural

conversations, with trained native speakers of Spanish through the Boomalang language platform. This course is open to both graduate and undergraduate students. *Requirements 0-3 years of previous experience with the language. Not appropriate for native speakers of Spanish. Offered as required.*

SP 111 Spanish for Life: Intermediate I. (H), (O), (UU) *One unit*. After English, Spanish is the most spoken language in the United States. This class will allow you to enhance your professional opportunities in a variety of fields, prepare you for travel and study abroad, and enrich your life with anew cultural dimension. Designed for students who wish to deepen their basic Spanish skills, an emphasis is placed on the acquisition of advanced speaking skills, proper pronunciation, and effective reading and writing strategies. Students are also exposed to Spanish, Latin American and Latino popular culture. Those who wish to practice the language beyond the classroom will be given the opportunity to volunteer in the Staten Island community and thus establish a personal connection between their language skills and the wider-Spanish speaking world. *Prerequisite: none . Native speakers of Spanish will not receive academic credit for this course. Offered fall semester*

SP 112 Becoming Global Citizens: Intermediate Spanish II. (H), (O), (UU) *One Unit*. What does it mean to be a “global citizen” and how is this notion linked to the study of languages? Today over half the world’s population is bilingual. In the United States alone, the number of people who speak a language other than English at home has increased by 140 percent since 1980. As a continuation to Spanish 111, this course places special emphasis on mastering more complex aspects of the language and offers an excellent preparation for those who wish to study or travel abroad. Through a selection of short stories, documentaries and films, this course also aims to deepen one’s understanding of the rich cultural contributions of Latin America and Spain. Students will be given the opportunity to reinforce their Spanish speaking skills beyond the classroom by volunteering in the Staten Island community. *Prerequisite: none. Native speakers of Spanish will not receive academic credit for this course. Offered spring semester.*

SP 213 Hispanic Literature in English Translation. (H) (RR) (U) (WW) *One unit.* This is a course in English designed to introduce several masterworks of the Spanish and Latin American literary traditions to students who may or may not be ready to read the texts in the original language. Readings includes elections from early peninsular works, such as El Cid and the Quixote, pre-Columbian texts such as the Popol Vuh, poetry from colonial Mexico’s Sor Juana and, finally, contemporary works from both Latin America (Borges, Cortázar, Allende) and Spain (Matute, García Lorca, Arrabal). *Cross-listed with EN213. Offered as required.*

SP 230 Intimate Stories: The Short Film Genre. (H), (C), (T), (UU) *One unit*. Throughout Latin America and Spain, the short film genre is an exciting medium in which young directors explore unconventional, inspiring and thought-provoking subject matters. In this class students will be exposed to a variety of short films, including documentaries, animated films, comedies, and dramas. Through the close analysis of visual images, students will also be given the opportunity to refine advanced grammatical concepts and perfect writing and analytical skills. As part of the course requirement, students will work on producing their own short film throughout the semester. The class will include theoretical readings, film viewings, and guest lectures. *Prerequisite: Spanish 112, 4 years of high school Spanish, or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 231 Artistic Adventures: Spanish Composition and Conversation. (H), (RR), (OO), (WC) *One unit.* This course is designed for students who wish to master complex grammatical structures and broaden their vocabulary as a solid preparation for upper-division classes in Spanish. Special emphasis will be placed on writing, speaking and pronunciation. Written and oral exercises will focus on the art of Latin American and

Spanish painters such as Frida Kahlo, Salvador Dalí, Diego de Rivera, Pablo Picasso, Diego de Velázquez, José Clemente Orozco, Antonio Tàpies, and Remedios Varo. This class is open to native speakers of Spanish. *Prerequisite: SP 112 or equivalent. Offered fall semester.*

SP 232 People and Politics in the Hispanic World: Advanced Spanish Composition and Conversation. (H), (OO), (WC), (UU) *One unit.* Students will work on writing and speaking skills at the advanced level. Various forms of written expression such as letters, essays, summaries, textual analyses, and film criticism will be addressed. Students will acquire theoretical vocabulary through weekly newspaper and magazine readings. Class conversations and debates will focus on social, cultural and political topics pertaining to Latin America and/or Spain. This class is open to native speakers ofSpanish. Recommended prerequisite: SP231 or equivalent for nonnative speakers. *Offered spring semester.*

SP 234 Introduction to Spanish Translation. (H), (RR), (WC), (UU) *One unit.* This course uses translation to help students consolidate complex grammatical structures and further develop their awareness of the particular subtleties of Spanish. Students will be introduced to the history and theory of translation from Spanish to English and English to Spanish through a variety of texts: newspaper and journal articles, legal and medical documents, letters, advertisements, film subtitles, and literary works. The course includes a final service-learning translation project. *Prerequisite: Spanish 232 or equivalent. Offered as required.*

SP 235 Journalism and Creative Writing in the Hispanic World. (H), (C), (WW), (UU) *One Unit.* Itis interesting to know that many Latin American and Spanish writers began their professional careers as journalists. Through the study of chronicles and reportage, one can trace some of the most important moments in the social, cultural, political, and intellectual history of Latin America and Spain. Today, canonical Hispanic authors publish op-ed columns in major newspapers around the world. This course focuses on chronicles and reportage written by Spanish and Latin American writers such as José Martí, Gabriel García Márquez, Tomás Eloy Martínez, Alma Guillermoprieto, Rosa Montero, Mario Vargas Llosa, and Antonio Muñoz Molina. Students will also be exposed to various techniques in creative writing as they produce their own chronicles in Spanish. *Prerequisites: Spanish 231 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 241 Spain and its Cultures. (H), (RR), (WC), (UU) *One unit.* Spain is known for its extraordinary cultural heritage. This course will examine two major topics: the various cultures Spain, and the country's unique cultural history, from medieval times to the XXI century. Each class will focus on the discussion of specific cultural manifestations of a region or a period, including the study of language ,geography, history, folklore, cuisine, literature, film, architecture, and art. Topics will include the important contributions of Muslims and Jews to Spanish society, the impact of the Spanish Civil War and Francisco Franco's dictatorship, Spain's entrance in the European Community, and the country's role in the XXI century. Students will be given the opportunity to refine their written and oral skills through short essays, class discussions, debates, and oral presentations. *Requirements: Spanish 232 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 242 Untold Stories: Latin American Culture and Civilization. (H), (RR), (WC), (UU) *One unit.* America is the name of a whole continent, and not just the United States. This course explores the intimate ties between the history of the United States and the history of Central and Latin American countries. Through the analysis of travel diaries, songs, documentaries, short stories, manifestos, and poems, students will have the opportunity to learn about a wonderful region with a rich cultural heritage that is both connected to and independent of the U.S. *Prerequisite: Spanish 232 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 260 Spanish for Healthcare Professionals. (H), (OO), (UU), *One unit.* This is an intermediate-level Spanish course designed for those already working in or planning to enter the health care professions, and for any student at the intermediate level. Students will learn a specialized vocabulary and study cultural situations directly related to caring for Spanish-speaking patients. This course is taught entirely in Spanish. Both undergraduate and graduate students may enroll with permission of their advisors. Appropriate for those with 0–3 years of previous experience with the language; it is not appropriate for native speakers. *Offered as required.*

SP 310 Voces Hispanas: An Introduction to Literature in Spanish. (H), (RR), (WC), (UU) *One unit.* How do literary texts enable us to reach a deeper appreciation of other cultures and a better understanding of who we are? This class will expose students to the uniqueness of Latin American and Spanish writers through some of their most thought-provoking works. The course introduces basic tools to help increase students' ability to think, read, discuss, and write critically about literature from the Spanish-speaking world. Works will be approached from different analytical perspectives by also taking into account the particular cultural, historical, political, and philosophical background inherent to each text. This class provides Spanish majors and minors with a solid foundation for upper-level classes. *Prerequisite: Spanish 232 or permission of instructor. Open to native speakers of Spanish. Offered fall semester.*

SP 314 Topics in Hispanic Cinema. (H) (R) (UU) (WW) *One unit.* This course presents issues of culture and history from the Spanish-speaking world through close analysis and discussion of films of major directors. Topics will vary by semester and will cover such themes as the Spanish Civil War, visions of rural and urban life, artistic production, poverty and its consequences, fantasy in film, and gender representations on screen. The class is writing intensive in Spanish. *Prerequisites: SP 310 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 320 Topics in Modern Peninsular Prose (H), (RR), (WC), (UU) *One unit*. In this course, contemporary peninsular prose will be examined in the context of Spain's post-Transition era. Topics will include ideological trends in contemporary Spanish society, class and gender politics, national identity, the representation of urban life, and authorial self-fashioning. The works of Javier Marías, Félixde Azúa, Juan José Millás, Enrique Vila-Matas, Belén Gopegui, Antonio Muñoz Molina, Arturo Pérez Reverte, Soledad Puértolas, and Almudena Grandes will be discussed. *Prerequisite: Spanish 310 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 323 Contemporary Hispanic Women Writers. (H), (RR), (WC), (UU) *One unit.* This course addresses the cultural, social, and political currents that have changed the works of contemporary Hispanic women writers. Feminist concepts are examined in the works of such authors as Carmen Laforet, Ana María Matute, Carmen Martín Gaite, Soledad Puértolas, María Luisa Bombal, LuisaValenzuela, and Cristina Peri Rossi. Historical, sociological, and artistic documents will also be examined for what they reveal of the changing consciousness of women in Spain and Latin America. This course may be counted toward the Gender Studies minor. *Prerequisite: SP 310 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 346 A Window on Spain: Peninsular Survey. (H), (RR), (WW) *One unit.* This course offers a chronological survey of Spanish literature and its cultural history from the Middle Ages to present times focusing on movements such as Romanticism, Realism, Naturalism, Surrealism, and Post-modernism. Topics to be explored include the role of women in the Middle Ages, courtly love, food and fashion in the Golden Age, underground theater and literary censorship under the Franco regime, and the latest trends in contemporary Spanish narrative. Authors

to be studied include María de Zayas, Miguel de Cervantes, Emilia Pardo Bazán, Benito Pérez Galdós, Antonio Machado, José Ortega y Gasset, Antonio Buero Vallejo, Carmen Laforet, Almudena Grandes, and Javier Marías. *Prerequisite: SP 310 o rpermission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 347 Love, Madness and Death in Latin American Literature (Latin American Survey). (H),(RR), (WC), (UU) *One unit.* At the beginning of the twentieth century, one of the best-known Latin American writers, Horacio Quiroga, published a collection of short stories entitled: Cuentos de amor, delocura y muerte. This text prefigures many trends of Latin American literature during this century: magical realism, fantastic literature, and the redefinition of nature, among others. This class considers love, madness, and death as main topics in contemporary Latin American literature. *Prerequisite: SP310 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 351 Argentine Literature: Foreigners at Home. (H), (RR), (UU) *One unit.* This course looks at the major contributions that Argentine poets, novelists, short story writers, and dramatists have made to world literature. Argentina was not only the first country in Latin America with urban culture but also the place where European modernity erupted. Writers like Jorge Luis Borges and Julio Cortázar echoed and continued the experiments of modern European literature but gave to that tradition a particularly American perspective. The class includes, but is not limited to works by Borges, Cortázar, Ocampo,Storni, Gambaro, Sábato, Puig, and Timerman among others. It also addresses such issues as politics and censorship, the fantastic in literature, urban and rural conflicts, and gender representations. *Prerequisite: SP 310 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 352 Cities in the Hispanic World. (H) *One unit.* This course examines the literary representations of city life in the Spanish speaking world from the nineteenth century to the present. Using an interdisciplinary approach, topics will include the city as a physical and utopian construction, urban and non-urban landscapes, post-war reconstruction, poverty, alienation, immigration, and the ways in which cities occupy and challenge the literary imagination. Cities to be examined include Barcelona, Madrid,Granada, Buenos Aires, Havana, Mexico City, Santiago de Chile, and New York. *Prerequisites: Spanish310 or permission of instructors. Open to native speakers of Spanish. Offered as required.*

S**P 400 Senior Reflective Tutorial: Spanish Expository Writing. (H), (RR), (WW), (UU)** *One unit*. Taken alongside an upper-level Spanish literature, film or culture course, the Senior Learning Community aims to build upon previous language learning to review, refine, develop, and practice language skills to achieve correct and effective expression in Spanish with emphasis on writing. Depending on the nature of the experiential model, students will complete a 15-page research paper or a30-page thesis in Spanish. The first model consists of one hundred hours of supervised work at a cultural institution or in a community organization within the Metropolitan area where students would be actively using their Spanish skills. These students will write a 15-page research paper in Spanish. The second model consists of 30 hours of experiential learning and a 30-page senior thesis in Spanish based on a cultural, literary, or cinematic theme selected by the student. For both models, there will be a formal research paper and a thesis defense at the end of the semester. *Prerequisite: Spanish 310 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 411 Hispanic Drama: Text and Performance. (H), (CC), (R), (UU) *One unit.* This class involves the close textual analysis and performance of plays written by some of the most prominent writers in Latin America and Spain. Through close group readings of each play, students will work on improving their pronunciation and intonation as they gain an understanding of some of the main theatrical movements in the Spanish-speaking

world. Authors studied include Calderón de la Barca (Spain),Miguel de Cervantes (Spain), Griselda Gambaro (Argentina), Federico García Lorca (Spain), RodolfoUsigli (Mexico), Antonio Buero Vallejo (Spain), Virgilio Piñera (Cuba), Osvaldo Dragún (Argentina),Sergio Vodanović (Chile), and Dolores Prida (Cuba / United States). This course includes the performance of a play at the end of the semester. No prior experience in theater is required. *Prerequisite: SP 310 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 412 Cloak and Dagger: Cervantes vs. Lope de Vega. (H), (RR), (WC), (UU) *One unit.* What determines the popularity of certain works and who reads them? In this course the works of literary rivals Miguel de Cervantes and Lope de Vega are examined in the light of the social and intellectual currents of seventeenth-century Spain. Particular attention is given to the problems of textual reception and the question of canon formation. *Prerequisite: SP 310 or permission of instructor. Open to native speakers of Spanish Offered as required.*

ML 316 International Filmmakers (H), (R), (WW), (UU) *One Unit.* How does film's visual language bring us closer to a country's culture? This course examines the various representations of cultural traditions through the works of some of the most influential and thought-provoking international filmmakers. Directors include François Truffaut (France), Chantal Akerman (Belgium), Jean-Pierre Bekolo (Cameroon), Icíar Bollaín (Spain), Nuri Bilge Ceylan (Turkey), Arturo Ripstein (Mexico),Michael Haneke (Austria), Chen Kaige (China), Abbas Kiarostami (Iran), Krzysztof Kieslowski(Poland), Akira Kurosawa (Japan), Lucrecia Martel (Argentina), Walter Salles (Brazil), Ousmane Sembène (Senegal), and Luca Guadagnino (Italy). Students interested in languages and foreign cultures will gain a deeper understanding on the notion of "otherness" as seen through the works of award-winning filmmakers. This course is taught in English. *Prerequisite: none. Offered as required. SP 593 Independent Study. (H) One unit. Supervised independent research projects developed by the student, with faculty advisement. Restricted to advanced majors. Offered fall and spring semesters or during the summer, as required.*

Modern Language—General

ML 291 Special Topics. *One unit.* A course dealing with the literature of either the Arabic-, German-, French-, Italian, or Spanish-speaking world, given in the original. The language andcontent will vary and be determined by the instructor. *Prerequisite: completion of the intermediate level.*

Offered as required.

AMERICAN SIGN LANGUAGE (COURSES)

ASL 101 Elementary American Sign Language I. (H), (C), (UU) *One unit.* This course introduces students to the basics of American Sign Language (ASL) and to Deaf culture. This immersive course, conducted nearly entirely without speaking, encourages students to reconsider our typical, privileged conception of language as a form of communication driven by speaking and hearing. This course is designed for students with little to no experience in ASL. Offered fall and spring semesters.

ASL 102: Elementary American Sign Language II. (H), (C), (UU) *One unit.* A continuation of ASL101, ASL 102 extends students' exposure to American Sign Language (ASL) and to Deaf Culture. This immersive course, conducted entirely without speaking, builds on the skills students acquire in ASL101, or the equivalent. *Offered fall and spring semesters.*

ARABIC (MINOR IN MIDDLE EASTERN STUDIES)

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

REQUIREMENTS FOR A MINOR IN MIDDLE EASTERN STUDIESA minimum of 5 units, including 3 required foundation courses and 2 electives. Students may complete their Middle Eastern Studies minor abroad by taking approved elective classes in a country in the Middle East. Students may petition to the Division Chair of Humanities for another course, including Special Topics courses, Expanding Your Horizons, or transfer credits for courses in a language spoken in the region(including Hebrew, Farsi, Turkish, among others), to count towards the minor. Independent Study or Internship Credit is also possible (requires prior approval from the Division Chair of Humanities).

Required courses – 3 units, one each in AB, HI, and GOV:

AB 101, 102, 111

HI 263, 263, 366

GOV 241, 250*, 267

* GOV 250 can be substituted with RE 205 as they are cross-listed.

Electives – 2 units to be chosen from among the following:

Arabic

AB 102: Introductory Arabic II

AB 111: Intermediate Arabic I

Or any other AB course

Art History

AH 220: Islamic Art and Archeology

AH 223: City and Empire: Ancient Near Eastern Art and Archeology

Anthropology

AN 201: Comparative Cultures

English

EN 314: Decolonizing the Mind

French

FR 242: Francophone Civilization

Government and Politics

GOV 241: History and Politics of Israel

GOV 250: Judaism, Christianity, and Islam (cross-listed with RE 205)

GOV 251: International Politics

GOV 267: US Foreign Policy in the Middle East

History

HI 253: The World of the Crusades

HI 263: Islam in Historical Perspective

HI 264: History of Islam

HI 269: France and the Francophone World

HI 356: Middle Eastern History and Politics

MODERN LANGUAGES

ML 316: International Filmmakers

Philosophy and Religion

RE 205: Judaism, Christianity, and Islam (cross-listed with GOV 250)

Sociology

SO 306: Crossing Borders: Immigration and American Identities

COURSE DESCRIPTIONS

AB 101 Introductory Arabic I. (H), (U) *One unit.* Today Arabic is the sixth most commonly spoken language and one of the six official languages of the United Nations. This course is specifically designed for students who have little or no background in Arabic. They will learn to read and write as well as pronounce and recognize the alphabet of Modern Standard Arabic. As an introduction to the language, the course will include some common phrases, greetings and basic everyday vocabulary as well as an introduction to the various aspects of Arabic culture. The class will also implement the use of groupwork and activities to facilitate learning. *Prerequisite: 0-1 year of previous experience with the language. Offered fall and spring semesters.*

AB 102 Introductory Arabic II. (H), (U) *One unit.* Today Arabic is the sixth most commonly spoken language in the world and one of the six official languages of the United Nations. This course is specifically designed for students who have taken Introductory Arabic I. This course will expand upon introductory material with a greater focus on grammatical structure and speaking skills, while increasing vocabulary. Students will continue to learn about the Arabic world through select readings and films. *Prerequisite: AB 101 or permission of instructor. Offered fall and spring semesters.*

AB 111: Intermediate Arabic I: (H), (UU) *One unit.* This Arabic course is specifically designed for students who have taken Introductory Arabic II (AB102). The course will focus on culture, grammatical structure, and speaking. Reading and writing skills while increasing vocabulary at an advanced level. *Prerequisites: Arabic 102 or permission of instructor. Offered fall and spring semesters.*

ML 316 International Filmmakers. (R), (WW), (UU) *One Unit.* How does film's visual language bring us closer to a country's culture? This course examines the various representations of cultural traditions through the works of some of the most influential and thought-provoking international filmmakers. Directors include Chantal Akerman (Belgium), Jean-Pierre Bekolo (Cameroon), Icíar Bollaín (Spain), Nuri Bilge Ceylan (Turkey), Arturo Ripstein (Mexico), Michael Haneke (Austria),Chen Kaige (China), Abbas Kiarostami (Iran), Krzysztof Kieslowski (Poland), Akira Kurosawa (Japan),Lucrecia Martel (Argentina), Walter Salles (Brazil), Ousmane Sembène (Senegal), François Truffaut(France), Paolo Virzì (Italy), and others. Students interested in languages, foreign cultures and travel will gain a deeper understanding on the notion of "otherness" as seen through the works of award-winning filmmakers. This course is taught in English. *Prerequisite: none. Offered as required.*

GERMAN (MINOR)

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

REQUIREMENTS FOR A MINOR IN GERMANA minimum of 6 units, including the elementary level. One class may be taken in English. Students may complete their German minor abroad by taking approved elective classes in Germany, Austria or Switzerland.

COURSE DESCRIPTIONS

GE 105: Basic Intensive German I. (H), (U) *One unit.* This course focuses on functional communication skills in listening, speaking, reading, writing and cross-cultural competence. Students work with authentic materials and contexts related to everyday life and culture, as well as interactive activities involving basic literature and short films to reinforce language use. Students' personal interests will in part determine specific materials chosen, and participants will work on a final project related to their interests or studies. Three weekly contact hours plus audio-visual "lab" and homework. *Prerequisite: 0-2 years of high school instruction or permission of instructor. Students with more than two years of German or native speakers will not receive academic credit for this course. Offered fal lsemester.*

GE 106: Basic Intensive German II. (H), (U) *One unit.* German 106 continues the emphasis on functional communication skills in listening, speaking, reading, writing and cross-cultural competence initiated in GE 105. The course includes authentic materials related to everyday life and culture, and interactive activities with a significant focus on contemporary works of literature and film. Students' personal interests will in part determine specific materials chosen, and participants will work on a final project related to their interests or studies. Three weekly contact hours plus audio-visual "lab" and homework. *Prerequisite: GE105, 1-2 years of high school instruction or permission of instructor. Students with more than two years of German require instructor's permission. Native speakers will not receive academic credit for this course. Offered spring semester.*

GE 107: (Re) Discovering German: Accelerated Basic German. (H), (U) *One unit.* Why learn German? One in every four Americans has German heritage. Germany has the third largest economy in the world, and it is estimated that today German is spoken by 140 million people in Europe and across the world. This fast-paced course welcomes students with up to two years of previous high school experience to rediscover German at the college level. It is also appropriate for those who wish to discover the language for the first time. Designed for highly motivated learners, the course provides students with solid basic functional skills in speaking, listening, reading, writing, and cultural competence. The curriculum covers the fundamentals of German language use while introducing students to the cultures of Germany, Austria and Switzerland through interactive exercises, authentic texts, popular culture, and the visual arts. *Prerequisite: 0-2 years of high school instruction or permission of instructor. Students with more than two years of German require instructor's permission. Native speakers will not receive academic credit for this course. Offered spring semester.*

GE 111: Intermediate German I. (H), (O), (UU) *One unit.* In this course students will work toward solid intermediate-level proficiency while they gain a broader knowledge of the history and popular culture of the German-speaking world. The curriculum offers both a solid review and expansion of basic skills in listening, speaking, reading, writing and cultural competence, utilizing a variety of authentic materials from various regions of Germany, Austria and Switzerland. Students engage in extensive work with German-language literature and film as a vehicle for reinforcing communication skills in interpreting, discussing and presenting information. Three contact hours of class weekly plus audio-visual "lab" and homework. *Prerequisite: none. Offered fall semester.*

GE 112: Intermediate German II. (H), (O), (UU) *One unit.* As a continuation of GE 111, participants will work with more advanced features of the language, utilizing authentic materials illustrating vocabulary in context, as well as important "high" and "low" cultural aspects of Germany, Austria and Switzerland. Linguistic work will focus on the ability to narrate, describe and explain, as well as on strategies for beginning to hypothesize and support opinion in an increasing number of contexts. German-language literature and cinema will be used as a vehicle for reinforcing communication skills, and students will also design a project relevant to their own personal interests or studies/major. Three contact hours of class weekly plus audio-visual "lab" and homework. *Prerequisite: none. Offered springsemester.*

GE 231: Topics in German Cinema: Composition and Conversation I. (H), (O), (R), (UU) *One unit.* What can film teach us about a country's culture? In this class students will discuss both feature-length and short German-language films as the basis for understanding the history, society, culture, and national identity of German-speaking countries. Films will range from serious to comedic, from historical and documentary works to 21st century trends. Students will work on consolidating and improving advanced aspects of written and spoken German including narration and description, summarization, presentation, and discussion skills. *Prerequisite: GE 112 or permission of instructor. Offered fall semester.*

GE 232: People, Politics and Pop! Composition and Conversation II. (H), (O), (R), (UU) *One unit.* People – past and present, German, Austrian, and Swiss -- politics of all kinds, and culture – high and pop – will be the topics of this course. Students will strengthen their ability to converse and write about a wide range of people, events and values in contemporary society. Course materials will be drawn from written materials, film, music, and internet sources to create an integrated collage of contemporary issues tailored in part to participants' specific interests and studies. Students will continue to review advanced aspects of written and spoken German and improve their skills in understanding, interpreting and presenting information. **Prerequisite: GE 231 or permission of instructor. Offered spring semester.**

GE 310: A Cultural Approach to Literature in German. (H), (RR), (UU) *One unit.* This course will introduce connections across centuries through a variety of genres and disciplines, such as history, art, theater, music, film, and pop culture, by examining literature and other German cultural artifacts from athematic vantage point. Major themes such as wars and the Holocaust, literature as provocation, literature and the arts, society and the individual, and the writer's place in society Germany and Austria will be used to structure the course. Students will be exposed to the works of major authors, as well as those of some lesser-known names. *Prerequisite: German 232 or permission of instructor. This class is open to native speakers of German. Offered as required.*

ML 316 International Filmmakers. (R), (WW), (UU) *One Unit.* How does film's visual language bring us closer to a country's culture? This course examines the various representations of cultural traditions through the works of some of the most influential and thought-provoking international filmmakers. Directors include Chantal Akerman (Belgium), Jean-Pierre Bekolo (Cameroon), Icíar Bollaín (Spain), Nuri Bilge Ceylan (Turkey), Arturo Ripstein (Mexico), Michael Haneke (Austria),Chen Kaige (China), Abbas Kiarostami (Iran), Krzysztof Kieslowski (Poland), Akira Kurosawa (Japan),Lucrecia Martel (Argentina), Walter Salles (Brazil), Ousmane Sembène (Senegal), François Truffaut(France), Paolo Virzì (Italy), and others. Students interested in languages, foreign cultures and travel will gain a deeper understanding on the notion of "otherness" as seen through the works of award-winning filmmakers. This course is taught in English. *Prerequisite: none. Offered as required.*

Electives in English:

EN 310 Literature in Turn-of-the-Century Paris, Vienna, Berlin, and Barcelona. (H), (RR), (C),(U) *One unit.* A detailed reading of some of the major literary works written in fin-de-siècle Paris, Vienna, Berlin, and Barcelona. Along with readings by authors such as Arthur Rimbaud, Marcel Proust, Colette, Thomas Mann, and Rainer-Maria Rilke, this class will address the rise of psychoanalysis, the exploration of sexuality, and café culture. Students will visit several museums and galleries throughout the semester. *Prerequisite: none. Cross-listed with FR 310 and AH 326. Offered spring semester of odd-numbered years.*

PH 213 Existentialism. (H) (C) (RR) (WC) *One unit.* This course examines the important texts and central ideas of the major existentialist thinkers, Heidegger and Sartre, as well as those of important precursors such as Kierkegaard and Nietzsche. Topics include the analysis of human reality ("the self" intentionality, consciousness, etc.), the relation of the individual to society, the basis of moral belief and decision, freedom, authenticity, self-deception, anxiety and the significance of death. *Prerequisite: none. Offered as required.*

PH 215 Recent Continental Philosophy. (H) (C) (RR) (WC) *One unit.* This course examines the development of German philosophical thought from the late eighteenth century to the early twentieth century around the themes of idealism and materialism. Authors will include Hegel, Fichte, Marx, andNietzsche. Prerequisite: none. *Offered as required.*

RE 203 Spiritual Quest in Literature. (H)(C) (RR) (U) One unit. An examination of some major pieces of fiction concerned with heroes on a search for meaning and purpose in their lives. Their search often leads them far from traditional religious beliefs. *Prerequisite: none. Cross-listed as English 203.Offered either fall or spring semester.*

ITALIAN (MINOR)

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

REQUIREMENTS FOR A MINOR IN ITALIANA minimum of 6 units, including the elementary level. One class may be taken in English. Students may complete their Italian minor abroad by taking approved elective classes in Italy.

COURSE DESCRIPTIONS

IT 105 Basic Intensive Italian I. (H), (U) *One unit.* An introduction to Italian language and culture for students with 0-1 year of previous experience with the language. Proficiency methods build listening, reading, speaking, writing, and cultural skills. Prerequisite: none. Students with more than two years of Italian or native speakers will not receive academic credit for this course. Offered fall semester.

IT 106 Basic Intensive Italian II. (H), (U) *One unit.* A continued introduction to Italian language and culture for students with 1-2 years of previous experience with the language. Proficiency methods improve listening, reading, speaking, writing, and cultural skills. *Prerequisite: IT 105 or 1 year of high school Italian. Native speakers of Italian will not receive academic credit for this course. Offered spring semester.*

IT 107 Accelerated Elementary Italian. (H), (U) *One unit.* An intensive and fast-paced class for students with 0-2 years of Italian who wish to acquire basic speaking, reading, writing, and listening skills before entering the intermediate level. This accelerated course will cover the basic grammatical concepts of both IT 105 and 106 and therefore may not be taken in addition to those courses. *Prerequisite: 0-2 years of high school instruction. Native speakers of Italian will not receive academic credit for this course. Offered spring semester.*

IT 111 Intermediate Italian I. (H), (O), (UU) *One unit*. This course provides a review of basic grammar as well as a continuation of more complex grammatical structures, practice in conversation, writing and reading of selected short stories and articles. Materials include newspaper/magazine articles, films, interactive web-based activities, and other online resources. Class sessions are conducted entirely in Italian and include individual short presentations, role-playing, and group debates. *Prerequisite: none. Offered fall semester.*

IT 112 Intermediate Italian II. (H), (O), (UU) *One unit.* This course provides continued study of more complex grammatical structures, practice in conversation, writing and reading of selected short stories and articles. Materials include newspaper/magazine articles, films, interactive web-based activities and other online

resources. Class sessions are conducted entirely in Italian and include individual short presentations, role-playing, and group debates. Three weekly hours of class instruction are supplemented by one hour of required additional activities in the language each week. *Prerequisite: none. Offered spring semester.*

IT 220 Italian Culture and Conversation. (H), (OO), (UU) *One unit.* This course is designed to develop the listening, speaking and pronunciation skills of students wishing to move into the advanced Italian courses. Class discussions will be centered on popular Italian culture and materials will include music, television shows, movies and websites. *Prerequisite: IT 111 or permission of instructor. Offere das required.*

IT 231 Artistic Adventures: Italian Composition and Conversation. (H), (C), (OO), (UU) *One unit.* This course is designed for students who wish to master more complex grammatical structures and broaden their vocabulary by means of directed topical conversations, open conversations, presentations, journals and composition writing. Special emphasis will be placed on writing, speaking, and pronunciation. Students will read and analyze different artistic texts (novels, plays, short stories, films, poems), as well as examine and discuss works of art by Italian painters such as Michelangelo, Da Vinci, Botticelli, Boccioni, Modigliani, De Chirico, and Morandi. *Prerequisite: IT 112 or permission of instructor. Open to native speakers of Italian. Offered fall semester.*

IT 232 People and Politics in Italy: Advanced Italian Composition and Conversation. (H), (OO),(WC), (UU) *One unit.* This course broadens and deepens students' understanding of Italian grammar and composition as they work on writing and speaking skills at the advanced level. Various forms of written expression such as letters, essays, summaries, textual analyses, and film criticism will be addressed. Students will acquire theoretical vocabulary through weekly readings of online newspapers ,magazines, websites, and blogs that focus on social, cultural and political issues in Italy. *Prerequisite: IT231 or permission of instructor. Open to native speakers of Italian. Offered spring semester.*

IT 241 Italian Civilization. (H) *One unit.* This course examines the history of Italian culture and civilization through a survey of visual arts, music and literature. Students will first study the historical background that serves as a context for contemporary Italian culture, before moving on to current events in Italy. Topics to be studied may include the Renaissance, Romanticism, the unification of Italy, futurism, fascism, resistance, and neo-realism. *Prerequisite: IT 231 or permission of instructor. Open to native speakers of Italian. Offered as required.*

IT 251 Introduction to Italian Literature. (H) *One unit.* This course introduces students to reading literary texts in Italian and aims to develop skills in literary analysis and critical writing using examples of poetry, theater and prose. The course also introduces students to major research sources as well as to the nature and methodology of writing scholarly papers. *Prerequisite: IT 232 or permission o finstructor. Open to native speakers of Italian. Offered as required.*

IT 352 The Divine Comedy: Dante's Itinerary to Diversity. (H)*One unit.* This course focuses on Dante's imaginary voyage from the depths of Hell to the heights of Heaven, one of the most fascinating journeys in literature. While reading about Dante's winding path to divinity, students will be introduced to the richness of medieval culture, including its refined religious mysticism and its earthy popular traditions. Dante's use of the theological concepts of gender reversal will be among the themes explored. This course is taught in English. *Prerequisite: none. Offered as required.*

IT 357 Italian Cinema. (H) (R) (UU) (WW)*One unit.* From neorealist drama to the spaghetti western, from screwball comedy to underground horror film, Italian cinematic imports have inspired American films. In addition, Italian films paint a fascinating portrait of Italian society as it has evolved over the course of the 20th century. This

course will examine landmark works of Italian films as both works of narrative art and as products of a rich and ever-changing culture. Issues of gender, class, religion, and politics will be addressed. This course is taught in English. Cross-listed with EN 357. *Prerequisite: none. Offered as required.*

ML 316 International Filmmakers. (R), (WW), (UU) *One Unit*. How does film's visual language bring us closer to a country's culture? This course examines the various representations of cultural traditions through the works of some of the most influential and thought-provoking international filmmakers. Directors include Chantal Akerman (Belgium), Jean-Pierre Bekolo (Cameroon), Icíar Bollaín (Spain), Nuri Bilge Ceylan (Turkey), Arturo Ripstein (Mexico), Michael Haneke (Austria),Chen Kaige (China), Abbas Kiarostami (Iran), Krzysztof Kieslowski (Poland), Akira Kurosawa (Japan),Lucrecia Martel (Argentina), Walter Salles (Brazil), Ousmane Sembène (Senegal), François Truffaut(France), Paolo Virzì (Italy), and others. Students interested in languages, foreign cultures and travel will gain a deeper understanding on the notion of "otherness" as seen through the works of award-winning filmmakers. This course is taught in English. *Prerequisite: none. Offered as required.*

Program Curriculum Requirements

INTERDISCIPLINARY STUDIES

INTERDISCIPLINARY STUDIES

MULTIDISCIPLINARY STUDIES (COURSES)

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

Requirements for a major in Interdisciplinary Studies (B.A.)

A minimum of 12 units with the following distribution: No more than three 100-level courses. Must include a Senior Learning Community—2 units. At least one semester before the Senior Learning Community is planned, students must work with their advisors to approve their topics and/or locations for their thesis and/or internship.

To submit an IDS major proposal:

Interested students should begin by notifying the Director of Integrated Learning of their intention to pursue the IDS. Students must then identify a primary faculty advisor with whom they will work to complete a declaration form (available on the web) listing selected courses, including possible alternate courses, and providing a 1-2 page proposal describing their goals and interests. Students and the primary advisor must then collect the signatures of all faculty and Director, as specified on the form. The student will then submit the complete proposal to the Director of Integrated Learning who will forward it for other approvals as specified on the form. The proposal form must be submitted by the start of the spring semester of the sophomore year. Multidisciplinary studies courses are incorporated into the First Year learning communities as well as being part of the general distribution requirements and elective courses necessary to complete the requirements for graduation.

MDS 103 Business and Society. (S) *One unit*. This course will examine the behavior of American businesses as well as the interaction of businesses with government and society. The institutional structures of business and government will be discussed. Key issues regarding the role of business within the political, social, and natural environments will be explored. The philosophy of ethical behavior will permeate all aspects of the course. Emphasis will be placed on twentieth century issues, discussed within the framework of American economic and political history during that time. *Offered fall semester.*

MDS 106 Ways of Knowing. (H) *One unit*. Human beings have the ability to learn. They do it all their lives, whether they intend to or not. In this course we shall explore what it means to learn and to know. We shall look at questions such as: How do we know about ourselves, others and the world? We shall explore ways in which we come to know, and how your education at Wagner is designed to help you in this process. We shall look at how we come to know and what it means to know. The course is designed to help you navigate ways of knowing that you are already acquainted with, as well as those that you will encounter. Offered fall semester.

MDS 107 Children's Literature and Storytelling. (H), (S) *One unit.* Books are the major means of transmitting our literary heritage from one generation to the next. Literature plays a strong role in helping us understand and value our cultural heritage. Developing positive attitudes toward our own culture and the cultures of others is necessary for social and personal development. Adults have the responsibility to help children become aware of the enchantment in books. They are responsible for providing books and transmitting the literary heritage contained in nursery rhymes, traditional tales, and great novels. Through this children's literature course, students will be introduced to the various values of literature for children and the importance of considering children's stages of development when selecting literature. *Offered fall semester.*

MDS 109 Health and Society. (S), (U) *One unit.* This course will examine the determinants of health and present a synthesis of the latest scientific thinking related to mind/body/spirit healing arts practices. Society's demand for access to complimentary healing methods and the subsequent creation of the National Institutes of Health Office of Alternative Medicine will be traced. Research outcomes pertaining to various therapies such as use of relaxation techniques, positive imagery, acupuncture, aroma therapy, biofeedback, hypnosis, therapeutic touch, and the expressive therapies of art, dance, and music will be studied from the perspective of efficacy, safety, and cost-effectiveness. *Offered fallsemester.*

MDS 110 Educating for Democracy. (S) *One Unit.* Although we live in a democracy, there are many who are disenfranchised, powerless to make positive changes in their communities and society at-large. By focusing on what it means to live democratically in our families, our schools, our community organizations, and in the larger society, this course will provide the theoretical and practical foundations for students to begin making societal changes and adding their own voice to decisions that affect them. As part of this educative process, our discussions will link theory to practice, as we explore how to educate others to engage in their communities and advocate for societal change as well. Ultimately, our discussions will revolve around one important question: "How can we best educate citizens to live in our democracy?" *Offered fall semester.*

MDS 113 Ways of Learning. *One unit.* Human beings have the ability to learn. They do it all their lives, whether they intend to or not. In this course we shall explore what it means to learn and to know. In this course we will learn both about the brain structures (physiological) that enable us to learn as well as how the mind (more psychological) works. This course then explores in more depth how our minds function and how individual, family, small group and larger societal setting influence the decisions we make, knowingly or unknowingly. These

discussions are then explored in ways that tie back to your education at Wagner and lessons are designed to help you in this process. The course is designed to help you understand how you learn at an individual level so that you can navigate the college environments that you will encounter more effectively. *Offered fall semester.*

CE 206 Civic Engagement Leadership (S) (R) (UU) *One unit.* The Civic Engagement Leadership course will critically explore the meanings of leadership, citizenship, and the public good through readings related to the scholarship of citizenship and leadership. Students will, through strategic community leadership placements and reflective writings, develop their own leadership and citizenship plans in the context of a democratic public life. *Offered fall semester.*

MDS 206C Civic Engagement Leadership. *Zero units*. *See CE 206.*

Program Curriculum Requirements

MUSIC

MUSIC DEPARTMENT

The Music Department offers the following Programs:

Please note that these programs are available only to students who matriculated prior to the fall 2025 academic year.

● Music Studies (B.A., minor)

● Vocal Performance (B.A.)

● Dual Degree in Music and Childhood Education (B.A., housed in Education Department)

● Music-Education preK-12 Initial Certification (B.S., housed in Education Department)

● Concentration in Music, Art Administration (B.S., housed within the Art Administration major, Performing Arts section of this bulletin)

The Music Department provides for the study and practice of music in a broad variety of styles and settings. In addition to instruction in the great traditions of Western art music and jazz, the department offers an introduction to music technology as well as courses that explore music in its broader context in both Western and non-Western cultures. The department also provides opportunities for Wagner College students to receive individual instruction in various instruments and in voice, and to perform in bands, choirs, and other ensembles. Courses offered by the Music Department are central not only to the Music major and minor but to the major in Arts Administration and to the dual major in Music and Childhood Education. All students contemplating the Music major or any of the other programs described below should complete the **Music Placement Exercise**, accessible online from the website of the Music Department(http://wagner.edu/music/). The completed form should be submitted to the Music Department office; it will help Music Department faculty place each student in courses appropriate to the students previous musical training.

Music Activities (*These activities will remain open to all students)*

Ensembles Performing ensembles, including bands and choirs, are open to all qualified students with the permission of the instructor; an audition is required (see the listings of ensembles below, under Applied Music). Students may register for ensembles on a credit or non-credit basis; students registered on a non-credit basis receive non-academic grades, which are recorded on the academic transcript but not counted toward the student's grade-point average. (Performance Majors participate at minimum in a major choral ensemble as a co-requisite to their voice lessons.)

Individual music lessons
Individual lessons in voice, instruments, and composition are open to all qualified students with the permission of the department (see the listings of lessons below, under Applied Music). Lessons are offered only on a non-credit basis; students registered for lessons receive non-academic grades. There is an additional fee for all lessons. (Performance Track Majors receive one-hour weekly voice lessons each semester for 0.5 units and do not pay a fee.)

MUSIC STUDIES (BA)

The department offers a Bachelor of Arts (B.A.) program that includes studies in music theory and in music history and repertory as well as a grounding in music theory and music technology. Music theory includes music notation, harmony, and other technical aspects of music; music history and repertory encompass not only music of the past but recent and contemporary styles and genres, popular as well as classical. Music majors also take individual lessons in voice, instruments, and composition, and participate in musical ensembles. Advanced placement is available for qualified students, and any of the programs described below can be modified to suit the needs of individual students. The major culminates in a capstone course in the form of a seminar (MU491) in which students carry out research on the cultural context, performance history, and published criticism and analysis of music and musical works. In the reflective tutorial (MU400), students engage in independent projects in musical study, taking part in critiques, writing and group projects involving music in New York City.

REQUIREMENTS FOR THE MAJOR IN MUSIC STUDIES (B.A.) Music majors are required to take 12 units within the department as listed below. Students must attain a grade of C-or higher in each of these courses to count them toward the Music major. In addition, majors may take individual lessons and participate in ensembles and other activities of the Music Department.

Music Studies SLC

The major culminates in a capstone course in the form of a seminar (MU491) in which students carry out research on the cultural context, performance history, and published criticism and analysis of music and musical works. In the reflective tutorial (MU400), students engage in independent projects in musical study, taking part in critiques, writing and group projects involving music in New York City.

Music Theory and Musicianship—4 units as follows: MU 111, 111L, 112, 112L, 211, 211L, 212, 212L.

Note: labs are zero-unit lab courses that must be taken concurrently with the appropriate theory course.

Students excused from any of these courses on the basis of tests given by the Music faculty must take an equivalent number of units from the electives listed below.

Music History and Repertory—2 units as follows:

MU 102, 306

Senior Learning Community—2 units as follows:

MU 400, 491

Electives—4 units as follows:

Any other Music courses numbered 205 or higher, or any ensembles, with a maximum of one unit in Music ensembles.

Students who are excused from any requirements listed above may substitute additional elective courses, but no more than one unit in ensembles.

Performance Hour

Music majors enrolled in individual music lessons must also concurrently take MU 020 (Performance Hour).

Performance Juries

Music majors enrolled in individual music lessons must perform before a departmental jury at the end of each semester. These juried performances serve as final examinations for the semester's lessons. Non-

Music majors wishing to perform recitals must also pass a jury audition during the semester prior to the recital.

Concert Attendance:

A number of Music courses require students to attend concerts in the New York City area. In some courses the class as a whole attends several.

VOCAL PERFORMANCE (B.A.)

Vocalists who wish to pursue a more intensive, performance-oriented course of musical training may audition for the Vocal Performance track. This concentration provides eight semesters of professional vocal instruction and ensemble experience (including, Diction, Vocal Pedagogy and Opera). As in the Music Studies major, this program includes Music Theory as well as Music History and Repertory. Training in the weekly Performance Hour class, on studio recitals, and in shared recitals culminates in a full-length senior recital, undertaken as the experiential component of MU 400 (Senior Reflective Tutorial).

REQUIREMENTS FOR THE MAJOR IN VOCAL PERFORMANCE (B.A.)

Vocal Performance majors are required to take 18 units: Students must attain a grade of C- or higher

in each of these courses to count them toward the Vocal Performance major. Each semester, majors take individual lessons and participate in ensembles and other activities of the Music Department.

Music Theory and Musicianship—4 units as follows: MU 111, 111L, 112, 112L, 211, 211L, 212, 212L.

Note: labs are zero-unit lab courses that must be taken concurrently with the appropriate theory course.

Students excused from any of these courses on the basis of tests given by the Music faculty must take an equivalent number of units from the electives listed below.

Music History and Repertory—3 units as follows:

MU 102, 227, 306

Professional Applications – 1 unit as follows:

MU 237, MU 240

Applied Music – 4.0 units as follows:

MUA030 and MU060 eight semesters

MU063 – minimum 2 semesters

Performance Hour

Vocal Performance Majors are required to take MU020 (Performance Hour) every semester.

Senior Learning Community—2 units as follows:

MU 400, 491

Foreign Language—1 unit as follows:

FR 111, GE 111, IT 111, or SP 111 or higher.

Performance Juries

Vocal Performance Majors must perform before a faculty jury at the end of each semester. These juried performances serve as final examinations for the semester's lessons.

Performance–Related Electives

In addition to the 15 units of Music courses listed above, Vocal Performance Majors take 3 units in performance-related courses. These may include additional Music Theory or Music History and Literature courses (MU 205, MU 209, MU 217, MU 245, MU 246, MU 308, MU 317, MU 322), or courses in Theatre, Dance, or Film (DA 191, DA 192, FM 210, SPC 203, TH 103, TH 106, TH 204, TH 235, TH 250, TH 255, FM 210 FM 222).

Students wishing to substitute electives from the college's Dance, Theatre and Film courses may petition the Division Chair of the Performing and Visual Arts for permission to make the substitution. For the substitution to count as a Music elective, permission must be obtained before enrolling in the course.

Concert Attendance

A number of Music courses require students to attend concerts in the New York City area. In some courses the class as a whole attends several concerts; some of these courses require an additional concert fee, as noted below.

MUSIC AND CHILDHOOD EDUCATION (B. A.)

A modified version of the department's B.A. program, known as the dual major in Music and Childhood Education, prepares students for entering the teaching profession. The dual major combines a reduced program in Music with training in Education and student teaching. Further information on dual majors is available in the Education section of this bulletin.

REQUIREMENTS FOR THE DUAL MAJOR IN MUSIC AND CHILDHOOD EDUCATION

The Music component of the dual major consists of 9 classroom units together with the additional requirements listed below. Dual majors are required to take the Senior Learning Community in Education, as their senior experiential project consists of student teaching. However, dual majors must also take MU491 (the Senior Seminar in Music). For the additional Education components of the dual major, pleaseconsult the Education section of this bulletin.

Music Theory and Musicianship—4 units as follows:

MU 111, 111L, 112, 112L, 211, 211L, 212, 212L. Note: labs are zero-unit lab courses that must be taken concurrently with the appropriate theory course. Students excused from any of these courses on the basis of tests given by the Music faculty must take an equivalent number of units from the electives listed below.

Music History and Repertory—3 units as follows:

MU 102, 306, 491

Music Education—1 unit:

ED 403

Electives—1 unit:

Dual majors excused from any of the above requirements may substitute any other Music course numbered 200 or higher, or any ensemble, with a maximum of one unit in music ensembles. Performance Hour Dual majors enrolled in individual lessons are required to attend Performance Hour (MU 020) for two semesters. MU 020 is a zero-unit course.

MUSIC-EDUCATION pre K-12 INITIAL

CERTIFICATION(B.S.)

A modified version of the department's B.A. program, prepares students for entering the teaching profession and ensures initial certification for teaching at the pre K-12 level. Students take the state required music and education courses and are instructed in a wide variety of instruments.

REQUIREMENTS FOR THE MAJOR IN MUSIC-EDUCATION pre K-12 INITIAL

CERTIFICATION (B.A.)

Music majors are required to take 9 units within the music department as listed below. Students must attain a grade of C or higher in each of these courses to count them toward the Music-Education pre K-12 Initial Certification major and a 3.0 GPA requirement. In addition, majors will take individual lessons and participate in ensembles and other activities of the Music Department.

Music Theory and Musicianship—4 units as follows:

MU 111, 111L, 112, 112L, 211, 211L, 212, 212L. Note: labs are zero-unit lab courses that must be taken concurrently with the appropriate theory course. Students excused from any of these courses on the basis of tests given by the Music faculty must take an equivalent number of units from the electives listed below.

Music History and Repertory—2 units as follows:

MU 102, plus one other course music history MU205 or higher

Professional Applications – 1 unit as follows:

MU 322 (conducting/orchestration)

Applied Music – 0 units as follows:

MUX020 seven semesters in primary instrument/voice, 45 minutes lessons

ED 030-035 six semesters of instruction in woodwind, brass, string, percussion, and keyboard (twice), 30 minutes lessons MU 06X two semesters in choir.

Senior Seminar—1 unit as follows:

MU 491

Electives—1 unit as follows:

Any other Music courses numbered 200 or higher.

Students who are excused from any requirements listed above may substitute additional elective courses, but no more than one unit in ensembles.

Foreign Language—1 unit as follows:

FR 111, GE 111, IT 111, or SP 111 or higher.

Performance Juries

Music majors enrolled in individual music lessons must perform before a departmental jury at the end of each semester. These juried performances serve as final examinations for the semester's lessons. Non-

Music majors wishing to perform recitals must also pass a jury audition during the semester prior to the recital.

Concert Attendance:

A number of Music courses require students to attend concerts in the New York City area. In some courses the class as a whole attends several.

Music Education—3 units:

ED 218, ED 331 or ED 332 (teaching methods voice or instrumental), ED 403, ED 404

Education Courses—6 units:

ED 312, 326 (and lab), 405, 411, 425, 426

Student Teaching—3 units:

ED 551, ED 561, 580

Education Workshops—0 units:

ED 500, 501, 502, 503, 504, 506

REQUIREMENTS FOR THE CONCENTRATION IN MUSIC (THE 'MUSIC OPTION' OF THE

ARTS ADMINISTRATION MAJOR)

Arts Administration majors concentrating in Music must earn 7 units in Music courses, with a maximum of one unit in music ensembles. In addition, two semesters of Performance Hour (MU 020) are required of students taking individual lessons.

REQUIREMENTS FOR THE MINOR IN MUSIC

Students in the Music minor take 6 units in Music courses, with a maximum of one unit in ensembles.Two semesters of Performance Hour (MU 020) are required of students taking individual lessons.

COURSE DESCRIPTIONS IN MUSIC

All courses are worth 1 unit unless otherwise noted.

MU 020 Performance Hour. *Zero units.* An experiential component of the Music curriculum incorporating performance by students and faculty and exploration of music repertory and other topics in music. Required of Music majors each semester in which they take individual lessons. May be repeated. *Offered every semester.*

MU 101 Foundations of Music Theory. (A) (C) (Q) *One unit.* A general course in learning to read and write musical notation, open to all students, incorporating elementary work in writing melodies, rhythms, scales, and harmony. Students planning to major in music should take this course if their performance on the Music Placement Exercise shows that they are not prepared for MU 111 (Music Theory I). *Offered fall and spring semesters*

.**MU 102 Introduction to Music History. (A) (C) (L) (R)** *One unit.* An introduction to the history and appreciation of Western art music within its cultural context, promoting understanding and enjoyment of music in a variety of styles and genres. Special emphasis on examples by important composers from the traditions of concert music, opera, and sacred music. Primarily for non-Music majors, but required of Music majors if not excused on the basis of prior study of music history. Offered every semester.

MU 111 Music Theory I. (A) (C) (Q) (R) *One unit.* Introduction to diatonic scales and chords, harmonic progressions, part-writing, analysis, rhythmic organization, and musical form. Required of Music majors except those excused on the basis of a proficiency test. *Co-requisite: MU 111L. Offered spring semester.*

MU 111L Lab for Music Theory I. *Zero units.* A practical course that reinforces concepts and skills taught in MU 111, using elementary keyboard, music reading, and basic conducting patterns to integrate theoretical concepts with basic musicianship. *Co-requisite: MU 111. Offered spring semester.*

MU 112 Music Theory II. (A) (C) (Q) (R) *One unit.* A continuation of MU 111, including composition in chorale style and creative assignments in popular styles. Required of Music majors except those excused on the basis of a proficiency test. *Prerequisite: MU 111. Offered fall semester.*

MU 112L Lab for Music Theory II. *Zero units*. Playing and singing foundational exercises in all keys. Rhythmic training in basic meters. Ear training and dictation. Playing simple pieces at the piano. Required of Music majors except those excused on the basis of a proficiency test. P*rerequisite: MU 111. Co-requisite: MU 112. Offered fall semester.*

MU 202 Jazz Harmony & Arranging. *One Unit.* Students develop familiarity and facility with the rhythmic and harmonic elements of jazz by completing the various tasks involved in arranging jazz tunes. Arrangements performed by class members. *Offered as needed.*

MU 205 Music Cultures of the World. (A) (C) (U) *One unit.* An introduction to the music and culture of peoples from around the world. Special emphasis on the great musical systems of the Middle East and the Indian subcontinent. As time permits, music of Native Americans, Japan, China, Central Asia, and sub-Saharan Africa. Some knowledge of music is recommended for this course. *Offered every year.*

MU 209 Jazz and Blues. (A) (C) (UU) *One unit*. A survey of blues and jazz tracing the blending of West African and European music traditions, including folk hymnody, minstrelsy, spirituals, and ragtime. The course focuses on the principal tendencies in blues (country, urban, Chicago, soul, and acid blues) and on the major periods of jazz (bop, cool, hard bop, postmodern, fusion, etc.). Trips to concerts (normally on Friday evenings or weekends) enrich the experience and understanding of the music. *Offered spring semester. Concert fee required.*

MU 210 Song and Poetry. (A) (C) (R) One unit. What is song? What is poetry? In this course we explore those questions by examining lyric, dramatic, and epic poems from Renaissance Italy to present-day America, listening to how musicians have transformed them into songs. This course requires no prior training in music, but it does presuppose curiosity about exploring diverse varieties of literature and music. Students write two papers and give aural presentations based on their written work. *Offered fall semester or as needed.*

MU 211 Music Theory III. (A) *One unit*. Secondary dominants and modulation. Creative arranging and composition projects in classical and popular styles, using music notation software. *Prerequisite: MU 112.Offered spring semester.*

MU 211L Lab for Music Theory III. *Zero units.* Playing and singing more complex melodies and harmonies. More advanced rhythmic studies, dictation, and listening exercises. Use of music software and practice in reading scores in various styles of music. *Required of Music majors. Co-requisite: MU 211.Offered spring semester.*

MU 212 Music Theory IV. (A) *One unit.* Larger musical forms: binary, ternary, sonata form. Mode mixture, chromatic chords. Further creative projects. *Prerequisite: MU 211 or by permission from the instructor. Offered fall semester.*

MU 212L Lab for Music Theory IV. *Zero units.* Continuation of MU 212L using more complex elements of music introduced in MU 212. Required of Music majors. *Co-requisite: MU 212. Offered fall semester.*

MU 217 Introduction to Music Technology. (A) (TT) *one unit.* A basic introduction to contemporary music production. Students explore methods and techniques for recording, editing, and original music creation through readings and through critical discussion and study of examples of contemporary music in various genres, as well as through hands-on work in the College's music lab or using students' own devices, as appropriate. Students may be expected to purchase and install software as directed by the instructor. *Offered fall semester or as needed.*

MU 218 Music Technology & Recording for Singers. (TT) 0.5 unit. A basic introduction to contemporary music production, recording techniques and to the basic equipment- microphones, amplifiers, equalizers, etc... Students explore methods and techniques for recording, editing, and original music creation, study of examples of contemporary music in various genres and work in the College's music lab. (Required of Performance majors in the Contemporary Option.) *Offered fall semester or asneeded.*

MU227 Vocal Literature and Popular Song (A) *one unit*. A survey of solo vocal repertoire from both art song and popular sources, including Lied, Art Song, Mélodie, the American Songbook and contemporary popular and Musical Theatre works. Required of Vocal Performance majors. *Offered asneeded.*

MU237 Diction for Singers. (A) *0.5 unit.* Diction as use in vocal performance including the use of the International Phonetic Alphabet (IPA) Offered as needed. MU240 Vocal Pedagogy. (A) 0.5 unit. Vocal health, vocal physiology, techniques for scientifically-based vocal instruction, vocal acoustics including vowel modification and formants. Required of Vocal Performance majors in the Classical Option. *Offered as needed.*

MU 245 Music in the Theater. (A) (C) (L) (WC) *One unit.* In-depth study of how music of various types has been used in selected examples of drama, dance, opera, and other theatrical genres in Western culture from the Renaissance to the present, including film and television. Students carry out weekly reading, listening, and viewing assignments and attend several live presentations of theatrical works. Primarily for non-Music majors. **Offered as needed.**

MU 246 Music in Film. (A) (C) (L) (WC) *One unit.* Introduces students to ways in which music of diverse types has been used in cinema from the silent era to the present, with a focus on classic American and European films. The course includes an introduction to basic terminology used in the study of music and film; no previous training in music or cinema history is required. Students prepare aural presentation sas well as at least one formal paper. *Offered spring semester and as needed.*

MU 291 Special Topics. (A) *One unit.* Discussion, experimentation, research, or demonstration dealing with subject matter requested by students or faculty as being significantly current, representative of specialized interests, or necessary for further musical growth. *Offered as needed.*

MU 306 Music History of the Renaissance and Baroque. (A) (L) (RR) (U) *One unit*. European music chiefly from the mid-sixteenth through the mid-eighteenth century, including vocal and instrumental works by Palestrina, Monteverdi, Vivaldi, Bach, and Handel. *Prerequisite: MU 112 or permission of the instructor. Offered as needed.*

MU 308 Music Since 1900. (A) (C) (L) (U) *One unit.* Art music of the twentieth and twenty-first centuries from Europe, the Americas, and around the world. *Prerequisite: MU 211 or permission of the instructor. Offered as needed*.

MU 317 Practical Musicianship. (A) *0.5 unit*. A continuation of Musicianship III and Theory II that engages students in practical musical work, including conducting, arranging, improvisation, and other skills. *Prerequisite: MU 112 and MU 216 or permission of the instructor. Required of Performance majorsin the Contemporary Option. Offered fall semester.*

MU 322 Conducting and Orchestration. (A) (CC) *One unit.* This course will introduce basic conducting techniques including: baton technique, meter patterns, cueing and expressive gestures, score reading/ interpretation and preparation, and rehearsal techniques. The course will also introduce practical orchestration and arranging techniques to address unique orchestration issues and methods in the classroom. The course culminates in a conducting workshop/performance on campus. *Prerequisite: MU212 or by permission from the instructor. Offered spring semester.*

MU 400 Senior Reflective Tutorial. (A) (L) (OO) (WW) *One unit.* A reflective tutorial that encompasses a survey of developments in art music since 1900 and a substantial experiential project, such as a recital, internship, or creative or scholarly work. Students collaborate in the production of public presentations of their work (including publicity, recording, and preparation of program notes for recitals) and create webpages incorporating abstracts and multimedia files documenting their projects. *Offered spring semester.*

MU 491 Senior Seminar. (A) (L) (RR) (WW) *One unit.* A capstone course in the form of a seminar focusing on Western music of the Classical and Romantic styles from the mid-eighteenth century to the end of the nineteenth century. Includes regular aural presentations and group discussion as well as a substantial writing element. *Prerequisite: MU 306 or permission of the instructor. Offered fall semester.*

MU 593 Independent Study. (A) *One unit.* Under faculty supervision, advanced students work independently on creative, experimental, or research projects of special personal interest. *Prerequisite: approval of the Division Chair of Performing and Visual Arts.*

MUA020 *Private Voice Instruction* For non-majors and majors and/or minors. The student can register *for* additional hours depending on the section as follows: Z4 = 4 hours, Z6 = 6 hours, Z9 = **9** hours and ZZ = 12 hours. This is not a required course. No pre-requisites required. *Offered fall and spring semester*.

MUA030 *Private Voice Instruction* For non-majors and majors and/or minors. The student can register *for* additional hours depending on the section as follows: Z4 = 4 hours, Z6 = 6 hours, Z9 = **9** hours and ZZ = 12 hours. This is not a required course. No pre-requisites required. *Offered fall and spring semester*.

MUA040 *Accompaniment* This course is solely for students seeking additional rehearsal time with a piano accompanist. For non-majors and majors and/or minors. The student can register *for* additional hours depending on the section as follows: Z4 = 4 hours, Z6 = 6 hours, Z9 = **9** hours and ZZ = 12 hours. This is not a required course. No pre-requisites required. *Offered fall and spring semester*.

Applied Music

Applied music instruction includes music ensembles and individual lessons in a variety of instruments, voice, and composition. All lessons are by permission of the Division Chair only and are normally 45minutes in length. (Lessons for Vocal Performance Students are 60 minutes in length.) Students may petition the Division Chair for permission to take 30-minute lessons in a semester during which they are registered for an unusually heavy course load, or if they wish to take lessons in more than one instrument(or some combination of instrumental, vocal, and composition lessons).Fees are required and teachers are assigned by the directors of vocal and

instrumental studies, respectively .Applied music lessons are offered on a zero-unit basis: grades appear on student transcripts but do not count toward the GPA. (Performance Track Majors receive one-hour weekly voice lessons each semester for 0.5 units and do not paya fee.) Instruction is offered as demand requires and availability of teachers permits. Music majors must register for Music 020 (Performance Hour) each semester in which they take applied music lessons.

Thirty-minute Individual Lessons

Thirteen weeks of 30-minute lessons per week. *Fee required. Thirty-minute lessons are by special permission of the Division Chair of Performing and Visual Arts only. For regular 45-minute lessons, see below. Offered fall and spring semesters.*

A010—Voice B010—Piano D010—Flute

E010—Composition F010—Oboe G010—Clarinet

H010—Bassoon I010—Saxophone J010—Trumpet

K010—French Horn L010—Trombone M010—Euphonium

N010—Tuba O010—Percussion Q010—Violin

R010—Viola S010—Cello T010—Double Bass

V010—Guitar X010—Harpsichord

Forty-five-minute Individual Lessons

Thirteen weeks of 45-minute lessons per week*. Fee required. Offered fall and spring semesters.*

A020—Voice B020—Piano D020—Flute

E020—Composition F020—Oboe G020—Clarinet

H020—Bassoon I020—Saxophone J020—Trumpet

K020—French Horn L020—Trombone M020—Euphonium

N020—Tuba O020—Percussion Q020—Violin

R020—Viola S020—Cello T020—Double Bass

V020—Guitar X020—Harpsichord

Sixty-minute Individual Lessons

Thirteen weeks of 60-minute lessons per week. *Fee required. Offered fall and spring semesters.*

A030—Voice

Ensembles

With the exception of MU 040 (which is a zero-unit course), students register for each of the following ensembles for either zero units or one-half unit per semester. No more than one unit in ensembles can be counted as an elective toward the Music major, the dual major, the Music minor, or the Music Option of the Arts Administration major.

Permission of the director is required for registration in each ensemble. Students must furnish their own instruments, with the exception of tuba and percussion instruments used in MU 040.

050 College Band

053 Chamber Music /Percussion Ensemble

054 Percussion Ensemble

056 Jazz Ensemble

060 College Choir

061 Chamber Singers

062 Stretto vocal ensemble

063 Opera Workshop

064 Treble Concert Choir

065 Hildegard Ensemble

073 Guitar Ensemble

Any ensemble may be repeated. All ensembles are normally offered both fall and spring semesters. MU053 Percussion Ensemble, MU061 Chamber Singers, MU062 Stretto vocal ensemble, and MU065 Hildegard Ensemble (treble vocal chamber ensemble), are offered as needed

Program Curriculum Requirements

NURSING

EVELYN L. SPIRO SCHOOL OF NURSING

The Spiro School of Nursing offers the following programs of professional study:

● Nursing (B.S., traditional undergraduate four-year program)

● Nursing (B.S., second degree, 15-month program)

● Nursing (M.S., Family Nurse Practitioner, Nurse Educator)

● Nursing (Post Master’s Certificate Family Nurse Practitioner, Nurse Educator)

● Nursing (DNP, Doctor of Nursing Practice)

The Philosophy of the School of Nursing (SON)

The School of Nursing philosophy is defined by the faculty based on the 4 nursing metaparadigms: **nursing, individuals,** and their relationship with the **environment** and **health**.

The faculty believes that **Nursing** is an art and science, which provides an essential service to society by assisting and empowering individuals to achieve optimal health. As a caring profession, nursing promotes the health and well-being of society through the leadership of its individual members and its professional organizations. Nursing education facilitates critical thinking skills with the use of information technology to educate professional nurses to become independent and collaborative practitioners who make clinical judgments and act with compassion and responsibility. The faculty values human life and embraces diversity, equity, inclusion, and accessibility of each **Individual** as the core of professional practice. We foster and support equality of human dignity and diversity in an atmosphere of mutual respect and trust. Individuals are in continual interaction with the **Environment** across their lifespan. The internal and external environment influences the health of the individual, groups, and populations. The internal environment includes psychological, physiological, ethical, and moral beliefs. The external environment includes population health, political, socio-economic, and cultural influences. The faculty believes that **Health** is a dynamic state of being which is formed by the individual's holistic beliefs, experiences, and responses to their environment. The optimal state of health is unique for each individual throughout their lifespan and is impacted by the bio-psychological, spiritual, and sociocultural influences from one's internal and external environment.

The Undergraduate Program Mission Statement

The **Baccalaureate** nursing program at Wagner College is designed to prepare students to become professional nurses who will be able to promote, restore, and maintain the health of individuals and groups within society. This program is based on a core of knowledge, deeply rooted in the liberal arts and the sciences, to foster learning about nursing theory and practice, the individual, the environment, and health. The baccalaureate graduate delivers safe patient-centered care in collaboration with all members of the healthcare team while striving to improve quality and safety by utilizing evidence-based practice. These foundations are the organizing framework for the nursing curriculum. Upon completion of the program, the baccalaureate graduate will be able to assume the responsibility of working as a generalist in a variety of organizational and community healthcare settings by applying abilities of inquiry and critical analysis for an evidence- based approach to practice. The program provides a foundation for continued professional growth at the master's level to meet the demands and challenges of the diverse healthcare system.

Undergraduate Program Descriptions

Nursing, B.S.

The Traditional, Four-Year Nursing Program. For students majoring in Nursing meets the General Education Requirements for graduation from the college, inclusive of courses and clinical experiences for admission to the Nursing profession. The program is available to qualified individuals who can perform the essential functions of learning consistent with professional nursing standards. The Nursing Program is a full-time major, which Nursing students do not enter until the Fall of Junior year. In the first two years at the college, prospective Nursing majors (PNR) take required prerequisite courses for the major plus courses for their General Education Requirements.

Internal and external transfers into the Nursing major must have a **GPA of 3.2 or higher**, required prerequisite courses completed with a **B- or greater**, and a satisfactory score on the programs stipulated standardized nurse entrance assessment (TEAS by ATI) at the conclusion of sophomore year for entry into the School of Nursing. Students may repeat ONE of the prerequisite courses (BI 209, BI 210, MI 200) if they receive a grade less than B-. Transfer students applying to Wagner College with an interest in Nursing must have a **GPA** of at least **2.8 or higher** at the previous institution(s) to be considered for the Nursing program. Students must be matriculated at Wagner College for one year (two semesters; not including summer) prior to beginning the Nursing Program.The Nursing major is made up of four modules, the Nursing core, to be taken in the last four semesters a tthe college. There are 16 units of major courses and 5 units of related prerequisite courses required of Nursing majors. Clinical experiences are an integral component of the Nursing courses. Selected healthcare institutions and community agencies in the 5 boroughs of New York City are utilized for clinical experiences. The School of Nursing Senior Learning Community (SLC) has four components: a research course taken in the first semester senior year followed by a community and leadership course along with the Capstone Reflective Tutorial (RFT) all taken in the second semester senior year. The SLC originates in Nursing Research (NR 400). The students come to the course with a general understanding of the research process. The content in this course is focused with greater detail to the stages of the research process. Students discuss nursing problems that need to be investigated, research the literature, critique quantitative and qualitative nursing studies, and discuss how the findings can be incorporated into nursing practice. Students develop a substantial and sophisticated written research proposal. Students with exceptional work are encouraged to submit their research proposal to the Wagner College

Forum for Undergraduate Research for consideration

The student's research is continued in Community Health Nursing (NR 472) and culminates in the creation of a scholarly poster which is presented professionally both on and off campus. The on-campus event is sponsored by the Nursing Honor Society, Sigma Theta Tau, Epsilon Mu Chapter. Nursing Leadership and Management (NR 474) introduces the nurse as a leader. The student comes to this course with the ability to apply the nursing process to restore and maintain wellness to groups and individuals throughout the life cycle in a variety of altered health states. Assessing clients, groups, and communities with a holistic approach, the senior level nursing student can apply the nursing process to integrate and build on previous knowledge and skill. Knowledge of research findings applied to nursing practice will support the student in understanding current trends and challenges in today's health care arena. Components of evidence- based practice are used to support new knowledge learned in this course in order for the nurse to function as an effective leader and manager. This Senior Capstone RFT (NR 490) consists of a clinical practicum, critical care clinical simulation lab experiences, and weekly seminars along with multiple standardized tests in preparation for the state licensing exam, National Council Licensure Examinations for Registered Professional Nurses (NCLEX).Clinical experiences are adapted as changes in the health care arena and profession continually evolve. Students apply all previously learned skills and knowledge with the use of the nursing process, leadership abilities, teaching/learning principles and the research process in the clinical setting. Students cultivate the development of their professional role by using leadership traits to become an effective health care team member, a patient advocate, and a coordinator of healthcare. Students develop independence under the direct guidance of a selected baccalaureate-prepared RN preceptor from a hospital or community agency.

Second Degree, 15-Month Program.

For applicants who have a bachelor's degree from an accredited college, we offer a Second Degree, (15-month Program). Acceptance into this program is contingent upon successful completion of a bachelor's degree, a cumulative **GPA of 3.2 or higher**, completion of all Nursing prerequisites with a grade of **B- or higher**, and a satisfactory score on the standardized nurse entrance assessment (TEAS by ATI). Graduates from both the Traditional and Second-Degree Programs earn the degree of Bachelor of Science with a major in Nursing. These graduates are then eligible for the NCLEX. **Undergraduate End of Program Student Learning Outcomes**

Upon completion of the Bachelor of Science, students will meet the following nursing program outcomes:

1. Demonstrate an understanding of nursing science, theory and other disciplines to develop clinical judgment and ethical decision making.

2. Demonstrate compassionate communication and effective nursing skills when coordinating holistic care for individuals and families with actual or potential health problems while acknowledging the importance of diversity, equity and inclusion.

3. Apply the nursing process to assess data across populations, develop an action plan to meet identified holistic needs including sociocultural and health literacy interventions and evaluation methods

4. Demonstrate understanding of ethical behaviors and nursing knowledge of theory while participating in the evidenced based research process as a practice change to improve nursing care.

5. Utilize national and quality standards to create a culture of safety and civility to improve patient care outcomes.

6. Engage in effective interprofessional communication and leadership to improve patient care outcomes.

7. Recognize the changing healthcare environment and the processes of care coordination on outcomes including those impacted by health disparities and social determinants.

8. Apply emerging communication technologies within the interprofessional team to make sound clinical decisions which influence safe patient care and support health literacy.

9. Demonstrate therapeutic relationships built on collaborative interprofessional development and ethical behavior within the registered nurse's scope and standards of practice.

10. Engage in self-care and reflection to support personal and professional growth which directly impacts patient care outcomes.

Additional Requirements and Fees

The extensive clinical experiences in Nursing increase the expenses for students in this major. Students are responsible to register for a theory course with correlating clinical component together, if applicable. A theory course may not be taken without its clinical component or vice versa. In addition to lab fees, the following requirements exist.

• Students are responsible for their own transportation to and from clinical experiences. Carpooling arrangements will not be accommodated when scheduling clinical experiences off campus.

• Additional learning experiences in each course can also include fees related to professional conferences, presentations, and involvement in community-based health initiatives.

• Students must purchase the complete SON uniform. Only approved uniforms may be worn when in clinical areas.

• Pinning: Students are required to purchase the required Nursing uniform and School of Nursing Pin to participate in Pinning Ceremony.

• Students in Nursing are expected to enroll in health insurance plans of their choice and maintain immunizations as required by the college. A yearly physical examination and laboratory tests (including a urine drug screen test) is required of all students prior to the start of each fall semester completed by the SON designated healthcare provider. No student will be allowed to participate in clinical practice without medical clearance by the SON designated healthcare provider. If registered for the course and forms are not completed, students will be immediately dropped from the course and clinical component. Those students without current health insurance will also be dropped from the course.

• Nursing Majors are also required to be covered by malpractice insurance which is provided by a school group policy and paid for through laboratory fees. Current CPR certification for the Healthcare Professional (BCLS-2yr. certification) is required prior to clinical practice in every Nursing course that has a clinical component. Students will receive more information on this in a welcome packet prior to junior year.

• Standardized Competency Exams: Standardized testing is an important adjunct to the Nursing curriculum. Assessment Technologies Institute LLC (http://www.atitesting.com/) is the provider of the testing used in the Wagner Nursing curriculum.

• Payment for Exams: A computerized testing fee is required and covers computerized testing in all modules including a live review course on campus. This is a NON- REFUNDABLE fee.

• Students are required to complete a background check through the School of Nursing.

REQUIREMENTS FOR A MAJOR IN NURSING (BS)

Prerequisites—5 units, distributed throughout the freshman and sophomore year, are prerequisites to Nursing Modules:

BI 209 Human Anatomy and Physiology I (including lab)

BI 210 Human Anatomy and Physiology II (including lab)

NR 224 Health and Nutrition

MI 200 Microbiology (including lab) and a selection of one of the following:

SO 101 Principles of Sociology

AN101 Introduction to Anthropology

PS 101 Introduction to Psychology.

The Intermediate Learning Community (ILC) required of traditional four- year Nursing majors is NR 224 and MI 200. This Learning Community is to be taken in the Sophomore year. The Intermediate Learning Community is not required for the Second Degree, 15-month Program.

A minimum of 21 units with the following distributions:

Nursing course requirements—16 units distributed in four modules in the junior and senior years.

• Module I—4.5 units of Nursing courses

• Module II—4.5 units of Nursing courses

• Module III—3 units of Nursing courses and 2 units of electives

• Module IV—4 units of Nursing courses

Upper Division Modules in the Nursing

Major Module I

Fall/Junior Year

NR. 351 Dimensions of Health Promotion in the Community. 2.0 Units

NR. 353 Dimensions of Health Assessment. 1.0 Unit

NR 355 Pharmacodynamics. 1.0 Unit

NR 356 Medical Dosage and Calculation. 0.5 Unit

Total Units 4.5 Units

Module II

Spring/Junior Year

NR. 364 Nursing Care of the Childbearing Family. 1.5 Units

NR. 366 Nursing Care of the Childrearing Family. 1.5 Units

NR 368 Nursing Care of the Family in Illness I 1.5 Units

Total Units 4.5 Units

Module III

Fall/Senior Year

NR. 400 Nursing Research. 1.0 Unit

NR. 465 Psychodynamic Dimensions of Psychiatric- Mental Health. 1.0 Unit

NR 469 Nursing Care of the Family in Illness II. 1.0 Unit

Total Nursing Units 3.0 Units

Electives 2.0 Units (if needed)

Module IV

Spring/Senior Year

NR 472 Community Health Nursing. 1.5 Units

NR 474 Nursing Leadership and Management. 1.0 Unit

NR 490 Reflective Tutorial-Senior Practicum (RFT) 1.5 Unit

Total Units 4.0 Units

Each semester's work in the Nursing Sequence must be completed successfully before advancing to the next semester's module. Students are pinned at the end of Module IV and are eligible to sit for

NCLEX. Professional and Grade Requirements

Students must earn a C +or higher in a Nursing course to pass the course.

No grade below a C+- is acceptable in Nursing course grades. All clinicals are P/F. If a student is unsuccessful in a Nursing theory course, they automatically repeat the entire course (including clinical) the next time it is offered in their sequence. If the student is unsuccessful on the second attempt, the student is dismissed from the Nursing Program but may continue at the college in another field.

In the Nursing Program, the Grading System is as follows:

A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C

= 73-76, C- = 70-72, D+= 67-69, D = 63-66, D- = 60-62, F = below 60.

Students are expected to adhere to the School of Nursing Undergraduate civility and respect policy.

UNDERGRADUATE NURSING COURSE DESCRIPTIONS

Module I

NR 351 Dimensions of Health Promotion in the Community. Two units. The focus of this Nursing course is to introduce the Nursing major to Nursing and promotion of health in a variety of settings. Topics such as basic community needs and assessment, culture, wellness, communication and preparation to enter the community health care system are explored. A clinical laboratory and community experience component is included with this course to introduce students to basic Nursing skills and to enhance therapeutic interactions and primary prevention awareness. *Offered fall semester. Lab fee required.*

NR 353 Dimensions of Health Assessment. *One unit.* This Nursing course prepares the Nursing major to become adept at utilizing the Nursing process for assessment of the client as well as the importance of accurate and thorough history taking. A laboratory component is included with this course. *Offered fall semester. Lab fee required.*

NR 355 Pharmacodynamics. *One Unit.* This course is designed to define and explain the nurse's role in understanding the Nursing process for administration of medications in various community settings. Emphasis is placed on the nursing process, and specific program key concepts of Nursing, Health, the Individual/family, and the environment. Classification and actions of drugs are a key part of the content. *Offered in the fall semester.*

NR 356 Medical Dosage and Calculation. *0.5 units*. This course prepares health professionals to calculate oral and parental drug dosages with a focus on safety and accuracy. Three systems of measurement and conversion are practiced. This course also provides a psychomotor skills laboratory experience. The understanding of drug orders and drug labels with calculation accuracy is emphasized by clinical scenarios and examples. *Offered in the fall semester. Lab fee required.*

Module II

NR 364 Nursing Care of the Childbearing Family. *1.5 units*. The Nursing process is used to promote and restore the health of the childbearing family. Students examine the bio-psychological and socio-cultural stressors that influence the health states of families throughout the prenatal, intra-partum, post-partum, and newborn periods. Clinical components in prenatal, intra-partum, post-partum and Neonatal Intensive Care are included. *Offered spring semester. Lab fee required.*

NR 366 Nursing Care of the Childrearing Family. (T) *1.5 units*. The Nursing process is used to promote and restore the health of the child from infancy through toddler, preschool, school-age adolescent, and the young adult. Students examine the bio- psychological and socio-cultural stressors that influence the health states of children within each developmental stage and within the family. A clinical component in pediatric well-child and acute care areas are included. Offered spring semester. Lab fee required.NR 368 Nursing Care of the Family in Illness I. 1.5 units. The Nursing process is used in the promotion and restoration of health of those individuals who are experiencing an alteration in cellular function and growth, oxygenation, metabolic, and sexual functions. A clinical component in an acute care setting is included. *Offered spring semester. Lab fee required.*

Module III

NR 400 Techniques of Nursing Research. (Sr. Learning Community) (C) (LL) (Q) *One unit.* This course builds on students' prior knowledge of select Nursing studies. Students discuss and critique qualitative and quantitative Nursing studies. The importance of research in Nursing to the consumer and practitioner of Nursing are examined. *Offered fall and spring semester.*

NR 465 Psychodynamic Dimensions of Psychiatric-Mental Health. *One unit.* This course presents an overview of psychiatric-mental health care issues prevailing in society. It offers the essential research based content related to Nursing care theory and practice. Content includes understanding the nurse's role development within this specialty and developing skills of assessment, intervention, and evaluation of clients exhibiting mental health disorders. Cultural sensitivity, legal, ethical, and advocacy consideration sare included. This course includes a clinical component in a psychiatric acute care facility. *Offered fall semester. Lab fee required.*

NR 469 Nursing Care of the Family in Illness II. *One unit.* This course utilizes the Nursing process to promote and restore the health of individuals who experience alterations in tissue perfusion, digestion/elimination, and motor-sensory function. This course includes a clinical component in an acutecare setting. *Offered fall semester. Lab fee required.*

Module IV

NR 472 Community Health Nursing. (Sr. Learning Community) (OO) (UU) *1.5 units.* This course focuses on the community as a continuum of care. The students utilize the Nursing process within the community context to promote, restore, and maintain the health of individuals, families, and groups. A community- based, clinical component is included. Offered fall and spring semester. Lab fee required.

NR 474 Nursing Leadership and Management. (Sr. Learning Community) *One unit.* This course introduces the role of the nurse as leader. Leadership styles and management theory will serve as the foundation for the study of supervision, finance, budgeting, delegation, organizational structure, allocation of resources, and case management within a multitude of health care settings. The students will enhance their abilities to become independent decision makers through communication and collaboration with health care professionals in various clinical settings in their Sr. Practicum. *Offered fall and spring semester.*

NR 490 Reflective Tutorial—Senior Practicum. (Sr. Learning community) (L) (WW) *One and a half unit.* This senior capstone course is to be taken in the last semester prior to graduation. The Nursing process is used to promote, restore, and maintain the health states of individuals, families, and groups. Students develop independence under the direct guidance of a selected agency RN preceptor. Students cultivate the development of their professional role by using leadership abilities to become an active member of the healthcare team, a patient advocate, and a coordinator of health care. Students reflect upon their experiences in seminar via oral and written communication. *Offered fall and spring semester. Lab fee required.*

Additional Nursing Courses

NR 050 / NR 150 Foundation for Success: Remediation of Nursing Knowledge. *Zero to one unit.* This course is a requisite if a nursing student demonstrates that they are unsuccessful in a didactic and/or clinical component of a nursing course and/or requires necessary remediation to address weaknesses in a content area. It is also required to maintain matriculation in lieuo f a leave of absence and/or progression in the Nursing Program. *Offered fall and spring semesters.*

NR 212 Human Sexuality Across the Life Span. (U) *One Unit.* This is a survey course designed to provide the student with an Evidenced Based background on human sexuality. Historical and research perspectives reintegrated throughout the course as well as discussion and examination of differing viewpoints and current issues. The course may be applied to the minor in gender studies. *Offered periodically.*

NR 224 Nutrition and Health. (L) (O) *One unit*. This nutrition course is combined with MI200Microbiology to meet the requirements for an ILC. It is designed to provide nursing and health science students with a comprehensive understanding of the role of nutrition in healthcare, emphasizing the critical importance of nutrition in patient care and overall well-being. Through a combination of theoretical knowledge and practical application, students will develop the skills necessary to assess, plan, implement, and evaluate nutritional care for patients across the lifespan. Finally, it looks at the cultural and religious factors that may impact one's nutritional and health status. *Offered fall, spring and summer semesters.*

NR 517 Comparative Healthcare Practices. (U) *One unit.* This course requires one week of travel during Spring Break to a practice site identified as a community in need of Nursing intervention. There are a minimum of 35 theoretical, clinical and cross cultural hours experienced at the practice site. Five hours of pre and post sessions include: theoretical foundation on the population's health/culture needs; debriefing and reflective learning. The practice site under the direction of course faculty in collaboration with a Non-Government Organization (NGO). *Offered in the Spring or alternative selected time.*

NR 591 Special Topics. *One unit.* This course allows for discussion and analysis of current issues and/or research in response to student and department interest. *Offered as required.*

NR 593 Independent Study. *One half to one unit.* This course is for qualified seniors who may arrange to investigate a special problem. Permission of faculty advisor required. *Offered fall and spring semesters.*

NR 595 Disaster Emergency Preparedness. *One unit.* This course is designed for the Undergraduate and Graduate nursing student. It offers a basic understanding of natural and manmade disasters, including terrorism, with a focus on the public health risks and public health/hospital emergency response. In addition to lecture and discussions, students will participate in disaster scenarios which consist of tabletop exercises.

NURSING, M.S.

The Master's Program Mission Statement

The Master of Science nursing program is designed for professional nurses to prepare them to advance their nursing knowledge and abilities in the role of nurse educator and/or family nurse practitioner. The program is organized around key concepts of nursing, the individual, the environment, and health. The graduate student in the program will expand their knowledge base, synthesize knowledge into new concepts and apply theories, as they create new ideas and processes in nursing practice. The graduate student will learn strategies of leadership and change, to improve nursing practice and the health status of diverse populations. The program prepares its graduates to actively participate in improving the delivery of safe, patient-centered healthcare across the life span. The graduate student will be prepared to evaluate and conduct research for evidence-based practice and develop a foundation for doctoral studies.

Master's End of Program Student Learning Outcomes

Upon completion of the Master of Science Degree, students will meet the following nursing program outcomes, as well as perform role competencies as established by national organizations for nurse practitioners and /or nurse educators:

1. Apply knowledge of nursing science, theory and interprofessional knowledge from related disciplines as a foundation for advanced practice, research, education, and policy.

2. Collaborate with the interprofessional team to develop a person- centered plan of care which is built on a scientific body of knowledge and compassion with respect for diversity, values, needs, resources, and the determinants of health unique to the individual, family and vulnerable populations.

3. Engage in strategies which address health care disparities and address population focused priorities of care which contribute to advocacy approaches and global policy development to improve population health.

4. Analyze advanced research which contributes to Nursing knowledge and evidenced based practice.

5. Collaborate in evidenced based quality improvement initiatives which enhance and promote a culture of safety and delivery of quality health care.

6. Participate with other members of the health care team to enhance interprofessional learning and desired outcomes.

7. Evaluate innovative solutions based on continually evolving health care systems to optimize organizational strategic planning and health care delivery.

8. Appraise the use of informatics and health care technology which is in accordance with the ethical, legal, professional, and regulatory standards for managing and improving the delivery of safe, high quality and efficient healthcare services.

9. Advocate responsibility for the professional identity of nursing in practice and leadership roles to ensure optimal healthcare outcomes.

10. Promote personal and professional development, reflection, life-long learning, and leadership in a variety of contexts.

MASTER'S LEVEL

In addition to the college requirements for a Master's degree, nursing applicants must have the following:

1. Completion of an accredited baccalaureate program with a major in nursing including a course in nursing research.

2. A minimum overall undergraduate G.P.A. of 3.2.

3. Current unencumbered Registered Professional Nurse License in New York State

4. Annual physical examination with current immunizations prior to registration for clinical courses as per the School of Nursing Policy.

5. Two letters of recommendation from individuals able to comment on the academic ability, clinical expertise and professionalism of the applicant

6. Current Curriculum Vitae/Resume

For the Family Nurse Practitioner track, the applicant must submit documentation demonstrating current clinical practice in an acute care setting. *2 years of clinical experience is required.

DEGREE REQUIREMENTS

Successful completion of 44/45 credits for the master's degree.

PROGRAM OF STUDY

Required Courses for All Students

NR 611 Theoretical Components of Nursing 3 credits

NR 615 Advanced Pathophysiology 3 credits

NR 616 Advanced Health Assessment 4 credits

NR 616L Advanced Assessment Lab 0 credits

NR 621 Dynamics of Family Health Nursing 3 credits

NR 622 Health Care Policy Organization and Finance 3 credits

NR 623 Advanced Pharmacodynamics for Primary 3 credits

NR 624 Advanced Research 3 credits

NR 631 Advancing Evidence Based Nursing in Practice and Education 3 credits

NR 793 Master's Level Scholarly Project 3 credits

Total 28 credits

Required Courses for the Educator Role

NR 626 Teaching, Learning Methods for Nurse Educators 3 credits

NR 635 Curriculum Development 3 credits

NR 653 Practicum in Teaching 4 credits

NR 655 Advanced Community Health Nursing 3 credits

1- Elective 3 credits

Total 16 credits

Required Courses for the Family Nurse Practitioner Role

NR 609 Management of Common Adult Conditions 3 credits

NR 610 Management of Common Pediatric Conditions 3 credits

NR 617 The Advanced Practice Nurse 3 credits

NR 641 Family Health Nursing I 2 credits

NR 643 Family Health Nursing II 3credits

NR 643L Family Health Nursing II Lab 0 credits

NR 645 Family Health Nursing III 3 credits

NR 645L Family Health Nursing II Lab 0 credits

Total 17 credits

Grading Policy for the Master's Degrees

All graduate students are required to maintain a cumulative index of 3.0 or higher. A cumulative index of 3.0 or higher is required for graduation. A grade of B or higher is required for the following masters level nursing courses; Nursing 615 Advanced Pathophysiology, Nursing 616 Advanced Health Assessment, Nursing 623 Advanced Pharmacodynamics for Primary Care, Nursing 609 Management of Common Adult Conditions and Nursing 610 Management of Common Pediatric Conditions. If a B or better (83,84, 85, 86) is not achieved in any

of these five courses they must be repeated. A grade of C+ = (77, 78,79) or higher must be achieved in all other graduate nursing courses. For course that do not require a B, a grade received that is lower than a C+ must be repeated. No more than 2 courses may be repeated, and each course may be repeated only once. Students will not be permitted to continue graduate studies if they have received a grade of C+ or lower for more than three different courses. Grade appeals that cannot be resolved with the professor or with the Graduate Nursing Director or Dean, may refer to the “Appeal of Grades” section of the Undergraduate and Graduate Bulletin”. Students are expected to adhere to the School of Nursing Graduate civility and respect policy.

GRADUATE LEVEL COURSE DESCRIPTIONS

NR 600 Management of Vulnerable Populations Across the Lifespan. *Three credits.* This course introduces health disparities, inequity, and social determinants of health and the way in which they can impact an individual within the health care system. It examines social determinants and health disparities nationally and globally. Graduate students will have an opportunity to examine health disparities and the effects they have on vulnerable populations and the nursing care required to address various groups. Graduated nursing students also receive a basic understanding of natural and man-made disasters, including terrorism,with the focus on the public health risk within this population and understand public health emergency response to the disaster. *Prerequisite: NR 611. Offered spring semester.*

NR 609 Management of Common Adult Conditions. *Three credits.* This course focuses on the management of common conditions encountered by the advanced practice nurse in primary care. Emphasis will be placed on developing diagnostic reasoning skills and utilizing a holistic evidenced approach to clinical care. *Prerequisite: NR 615. Offered Spring semester.*

NR 610 Management of Common Pediatric Conditions. *Three credits.* This course focuses on the management of common pediatric condition encountered by the advanced practice nurse in primary care. Emphasis will be placed on developing diagnostic reasoning skills and utilizing holistic evidence-based approach to clinical care. A case-based approach is utilized to enhance student learning. The utilization of best practice interventions are stressed. Age and population specific primary care problems that include newborn, infants, children, and adolescents *Prerequisite:NR609, NR 615. Offered fall semester*

NR 611 Theoretical Components of Nursing and Research Concepts . *Three credits.* The purpose of this course is to explore, discuss, and formulate concepts of individuals, environment, health, and nursing as they relate to nursing theories. Philosophical inquiry and historical trends, as a basis for theory development, are examined. Graduate nursing students examine knowledge from the sciences, humanities, and nursing and how it can be applied to nursing in education, administration, and advanced practice. The component of research design are presented. The graduate nursing students develop the needed knowledge to prepare them to conduct research. *Offered fall semester.*

NR 615 Advanced Pathophysiology. *Three credits*. This course focuses on the pathogenesis of common conditions affecting individuals and families as a basis for nursing primary care management. *Offered fall semester.*

NR 616 Advanced Health Assessment. Four credits. Students develop sophistication in the ability to assess and evaluate subtle diagnostic cues in client populations across the life span. Emphasis is placed on enhancing students’ clinical judgment. Required lab experience. *Offered spring and summer semester.*

NR 616C Advanced Health Assessment Lab. **Zero credits.** Required lab experience for NR616. *Offered spring and summer semester.*

NR 617 The Advanced Practice Nurse. *Three credits.* This course focuses on exploring issues relating to graduate nursing education and the advanced practice role. Contemporary concerns such as the politics of health care reform, the advanced practice nurse's usefulness and marketability, and the legal responsibility and accountability of the professional nurse in advanced practice are analyzed. *Offered spring semester.*

NR 621 Dynamics of Family Health Nursing. *Three credits.* This course focuses on the primary care dynamics and needs of families. Psycho- socio-cultural, economic, spiritual, community, and educational paradigms are explored. Risk assessment and interventions are investigated and analyzed to promote the stability of a family's health status. *Offered fall semester.*

NR 622 Health Care Policy, Organization, Finance and Ethics. *Three credits.* This course presents an overview of health care policy formulation, health care organization, financing and ethics. Graduate nursing students as health care providers, coordinators, and advocates will study the theories and competencies needed to function in anew and complex health care environment. *Offered spring semester.*

NR 623 Advanced Pharmacodynamics for Primary Care. *Three credits.* Course content will focus on the pharmacological management of self-limiting episodic complaints and stable chronic disease states commonly managed by advanced practice nurses. *Offered fall semester.*

NR 626 Teaching, Learning Methods for Nurse Educators. *Three credits.* This course prepares the student for the role as faculty/teacher in nursing education or in staff development. Standards and competencies needed by nurse educators will be discussed. Content will include educational teaching/learning theories, adult learning strategies, identification and evaluation of clinical competencies, test and measurements, cultural competencies, and leadership and management techniques. The impact of technological advances of nursing education will be explored. Outcomes as a measurement of student learning and the concept of continued competencies will be examined. *Offered spring semester.*

NR 631 Advancing Evidence Based Nursing in Practice and Education. *Three credits.* This course offers students the knowledge and skills needed to collect, critically appraise, integrate, generate, and evaluate evidence for nursing practice. *Prerequisite: NR 624. Offered fall semester.*

NR 635 Curriculum Development. *Three credits*. Issues and trends, which influence curricular decisions and development, are examined. Students acquire the knowledge and skills to design, develop, and evaluate a curriculum. *Prerequisite: NR 611. Co-requisite NR 626 with permission by instructor. Offered spring semester.*

NR 641 Family Health Nursing I. *Two credits*. This course is the first course in the supervised clinical experience for the family nurse practitioner role. The emphasis is on developing clinical judgment in the primary care setting through critical analysis of subjective and objective client data. The clinical experience consists of 250 hours plus a weekly seminar. *Prerequisites: NR 609, 611, 615, 616, 617, and623. Prerequisite or corequisites: NR 610 and NR 621. In addition, all students are required to show evidence of a current RN license, malpractice insurance, recent physical examination with titers, and proof of current health insurance and a criminal background check. Offered fall semester.*

NR 643 Family Health Nursing II. *Three credits.* This clinical course is a continuation of Family Health I.

NR 643C Family Health Nursing II Lab. *Zero credits.* Required lab experience for NR643. Nursing I. Students are afforded the opportunity to enhance clinical skills and judgments developed in the previous course. Supervised clinical practices in primary care settings with preceptors are maintained. The clinical experience consists of 250 hours plus a weekly seminar. *Prerequisite NR 641.In addition all students are required to show evidence of a current RN license, malpractice insurance, recent physical examination with titers, and proof of current health insurance. Offered Spring Semester*

NR 645 Family Health Nursing III. *Three credits*. This clinical course is a continuation of Family Health Nursing II.

NR 645C Family Health Nursing III Lab. *Zero credits.* Required lab experience for NR645.Health Nursing II. Students are afforded the opportunity to continue to enhance clinical skills and judgments developed in the previous courses. This is the last clinical course for the family nurse practitioner. At the end of this course students are expected to demonstrate competency in this role. Supervised clinical practice takes place in a variety of primary care settings with preceptors. The clinical experience consists of 250 hours plus a weekly seminar. *Prerequisite: NR 643. In addition, all students are required to show evidence of a current RN license, malpractice insurance, recent physical examination with titers, and proof of current health insurance. Offered fall semester.*

NR 653 Practicum in Teaching. *Four credits.* Students are provided opportunities for individualized teaching experiences in nursing education settings. Nurse educators precept students into the roles and responsibilities of their positions. The teaching practicum includes 90 hours of experience plus a weekly seminar. *Prerequisites: NR 615,616, 626, 621, 623, 631, and 635. Offered fall semester.*

NR 655 Advanced Community Health Nursing *Three credits.* This course focuses on advanced nursing practice with vulnerable individuals, families, and populations within the community. Emphasis is placed on interventions appropriate for health promotion, maintenance and restoration utilizing national objectives for healthy populations. Students are provided with the opportunity to enhance their clinical skills and judgments within a population-based context. This course includes a weekly seminar and 60hours of clinical practice. *Prerequisites: NR 611, 615, 616, 621, and 623. In addition, all students are required to show evidence of a current RN license, malpractice insurance, recent physical examination with titers and proof of current health insurance. Students should see the professor prior to registration to arrange clinical experiences. Offered spring semester*

NR 661 Holistic and Complementary Healthcare Strategies. *Three credits*. Holistic integrative and complementary healthcare strategies are being sought by individuals to help manage or sometimes prevent the onset of chronic illness, increase longevity, improve cognitive function, or increase the sense of well-being and balance. This course covers information to enhance the masters level nurse's understanding of the array of holistic complementary modalities offered in healthcare environments. It offers a study of abroad range of healing philosophies and interventions and encourages students to engage in a critical reflection of various methods of self-care and healing. Nursing elective. *Offered periodically.*

NR 691 Special Topics in Nursing. *Three credits*. Content varies to meet the special interests of graduate students and faculty. *Offered periodically.*

NR 693 Independent Study. *One to four credits*. Course designed for independent advanced level study on a topic of the student's own choosing after advisement by sponsoring department faculty. Students mayuse this course to engage in collaborative research with faculty. Prerequisite: permission of advisor andof director of graduate nursing. *Offered fall and spring semesters.*

NR 793 Master's Level Scholarly Project. *Three credits*. Students will apply graduate level nursing knowledge and use the parameters of the scientific process to investigate a unique health related emerging problem currently seen in a select healthcare community or population. Students engage in an intellectual process that includes development and design of an evidence-based health education scholarly project to educate their specific community/population. Students will conduct a literature review and organize their work within a series of phases that may include the epidemiological, social, behavioral, educational, and administrative components, including unique circumstances of their problem of interest. The students will analyze evidenced-based literature about the population/community to familiarize with the cultural diversity and ethnicity of the specific population. *Prerequisite or Co-requisite NR 631. Offered fall and spring semesters.*

NR 699 Summer Practicum Supervision. *Zero credits.* This practicum affords the nurse practitioner student an opportunity to complete up to 75 hours of clinical precepted practice under the guidance of faculty. The hours may be applied towards the required clinical hours for NR643 or NR645. Students must have completed NR641 in order to participate in this practicum (Fee applies).

Additional Nursing Courses:

NR517G Comparative Healthcare Practices. *One unit*. This course requires one week of travel during Spring Break to a practice site identified as a community in need of Nursing intervention. There are a minimum of 35 theoretical, clinical and cross cultural hours experienced at the practice site. Five hours of pre and post sessions include: theoretical foundation on the population's health/culture needs; debriefing and reflective learning. The practice site under the direction of course faculty in collaboration with a Non-Government Organization (NGO). *Offered in the Spring Semester or alternative selected time*

.**NR 591G Special Topics.** *One unit*. This course allows for discussion and analysis of current issues and/or research in response to student and department interest. *Offered as required.*

NR595G Disaster Emergency Preparedness. *Three credits.* This course is designed for the Undergraduate and Graduate nursing student. It offers a basic understanding of natural and manmade disasters, including terrorism, with a focus on the public health risks and public health/hospital emergency response. In addition to lecture and discussions, students will participate in disaster scenarios which consist of tabletop exercises.

POST-MASTER'S ADVANCED CERTIFICATE PROGRAM

FOR FAMILY NURSE PRACTITIONER

Program of Study

The Post-Master's Certificate Program for Family Nurse Practitioner builds on an earned master's degree in nursing. The student completes 27 credits, inclusive of precepted clinical practice. Graduates completing this program will be certified by the New York State Education Department as Family Nurse Practitioners.

Admission Requirements

1. Master's degree in nursing from an accredited program with a minimum 3.2 GPA.

2. Current unencumbered Registered Professional Nurse License in New York State.

3. Current immunization and physical examination.

4. Two (2) letters of reference attesting to applicant's current knowledge base, clinical competency and experiences, professional capabilities, and potential for successfully assuming an advanced practice role.

5. Current Curriculum Vitae/Resume.

Curriculum Schema of Courses

- NR609 Management of Common Adult Conditions 3 credits
- NR610 Management of Common Pediatric Conditions 3 credits
- NR615 Advanced Pathophysiology 3 credits
- NR616 Advanced Health Assessment 4 credits**
- NR616 Advanced Health Assessment Lab 0 credits
- NR617 The Advanced Practice Nurse 3 credits
- NR623 Advanced Pharmacodynamics for Primary Care 3 credits
- NR641 Family Health Nursing I 2 credits
- NR643 Family Health Nursing II 3 credits**
- NR643 Family Health Nursing II Lab 0 credits
- NR645 Family Health Nursing III 3 credits**
- NR645 Family Health Nursing III Lab 0 credits

Total 27 credits

POST MASTER'S ADVANCED CERTIFICATE PROGRAM

FOR THE NURSE EDUCATOR

Program of Study

The Post Master's Certificate Program for the nurse educator builds on an earned master's degree in nursing. The student completes 10 credits, inclusive of precepted practicum teaching hours. The course work incorporates the NLN Nurse Educator Competencies and graduates completing this program meet the eligibility for the Certified Nurse Educator Exam.

Admission Requirements

1. Master's degree in nursing from an accredited program with a minimum G.P.A. of 3.2.

2. Current unencumbered Registered Professional Nurse License in New York State.

3. Malpractice insurance coverage.

4. Current immunization and physical examination.

5. Two letters of recommendation from individuals able to comment on the academic ability, clinical expertise and professionalism of the applicant.

6. Current Curriculum Vitae/Resume

NR626 Teaching, Learning Methods for Nurse Educators. Three credits. Offered spring semester.

NR635 Curriculum Development. Three credits. Prerequisite: NR 611, Co-requisite NR626 Offered spring semester.

NR653 Practicum in Teaching. Four credits. Prerequisites: NR 615, 616, 621, 623, 626, 631, 635. Offered fall semester.

Students complete the certificate requirements in 2 semesters. They begin the 10-credit course work

in the Spring semester (2 courses= 6 credits) and complete the teaching practicum (4 credits) in the

Fall semester.

Accreditation

Both the Baccalaureate and master's programs in Nursing are accredited by the Accreditation Commission on Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400, Atlanta, Georgia 30326, and Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. The program is registered with the New York State Education Department Albany, New York 12234, and is a member of the American Association of Colleges of Nursing, 655 K Street, NW, Suite 750, Washington, D.C. 20001

DOCTOR OF NURSING PRACTICE

The Doctoral Program Mission Statement

The Doctor of Nursing Practice (DNP) program provides the terminal academic preparation for advanced nursing practice and leadership roles in the healthcare system. Advanced practice nurses (APN) function in an increasingly complex and challenging healthcare environment both locally and globally. The integral components of the curriculum are population health, and disaster preparedness. Utilizing knowledge from the sciences and analytical methods for evidence-based practice, the DNP graduate is prepared to meetthe needs of diverse individuals, aggregates, and populations.

Program Description

The DNP at Wagner College is a post-master's program and provides the terminal academic preparation for nursing practice. Students must have completed a master's degree in nursing with a concentration in Family Nurse Practitioner. The program requires 39 credits and can be completed in seven semesters which includes two summer sessions. The course work incorporates the American Association of Colleges of Nursing (AACN) competencies for DNP graduates and the Criteria of the National Task Force on Quality Nurse Practitioner Education.

DNP End of Program Student Learning Outcomes

Upon completion of the Doctor of Nursing Practice Program at Wagner College the students will be able to:

1. Synthesize nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as a basis to stabilize and improve the health of individuals, aggregates and population.

2. Generate evidence through practice and translate research into practice to improve health outcomes.

3. Formulate effective strategies for managing ethical dilemmas in the care of individuals, aggregates and populations.

4. Interpret outcome data through the use of information systems technology/ resources to support and improve the care of individuals, aggregates and communities.

5. Deliver population focused care based on the knowledge of epidemiology, cultural diversity, crisis intervention, environmental threats and disaster preparedness.

6. Design collaborative strategies for effective leadership on intra professional and interprofessional teams.

7. Devise clinical prevention and population health activities to improve the health of populations locally and globally.

8. Assume a leadership role in the development of health care policies that address cost and health care access at institutional, local, state, regional, federal and international levels.

ADMISSION REQUIREMENTS (DNP)

1. A master's in nursing with a family nurse practitioner concentration from a program accredited by a national organization.

2. A 3.4 cumulative grade point average on a 4.0 scale for master's course work

3. Current unencumbered Registered Professional Nurse License in New York State.

4. New York State certificate as a Family Nurse Practitioner.

5. Board certification by American Nurses Credentialing Center (ANCC) or American Association ofNurse Practitioners (AANP).

6. Documentation demonstrating current clinical practice.

7. Current resume.

8. Two letters of recommendation from individuals able to comment on the academic ability, clinical expertise, and professionalism of the applicant.

9. Interview Students with an Advanced Nursing Practice focus other than a Family Nurse Practitioner will be individually evaluated, and a gap analysis will be conducted to determine additional courses required to complete the DNP/FNP degree.

A total of 1000 supervised clinical hours are required for the DNP degree. Six hundred hours are direct care hours. Students who enter the DNP Program without completing 600direct care hours will be individually evaluated and a gap analysis will be conducted to determine the courses and/or hours required to fulfill this requirement. The DNP courses contain 400 required clinical hours.

GRADING POLICY for DNP

All doctorate students are required to maintain a cumulative index of 3.0 or higher each semester. A cumulative index of 3.0 or higher is required for graduation. A grade of B or better means the DNP student's grade must be an 83 or higher. Students that do not achieve a B or better in any 800 level courses, must retake the DNP course to achieve a grade of B or better. No more than 2 DNP courses can be repeated, and each course can only be repeated once. Grade appeals that cannot be resolved with the professor, or with the DNP Coordinator, Director of Graduate Nursing Studies, or Dean of Nursing, may refer to the"Appeals of Grades" section of the Undergraduate and Graduate Bulletin. Students are expected to adhere to the School of Nursing Graduate civility and respect policy. **DNP Program of Study**

Fall Semester

NR 800 Scientific Inquiry for Nursing Practice 3 credits

NR 801 Biostatistical Methods for Evidence Based Practice 3 credits

Spring Semester

NR 803 Clinical Scholarship for Evidence Based Practice and Translational Research 3 credits

NR 804 Clinical Prevention and Population Health with a Focus on the Epidemiology of Infectious Diseaseand Public Health Threats 3 credits

Summer Semester Credits

NR 806 Information Systems and Technology for Healthcare Transformation 3 credits

NR 805 Improving Health Outcomes through Organizational and Systems Collaborative Leadership 3 credits

Fall Semester Credits

NR 802 Ethical Issues in Health Care and Research 3 credits

NR 808 Systems Approach to Disaster Preparedness at Home and Abroad 3 credits

NR 807 Clinical Scholarly Project I (Development) 1 credit

Spring Semester Credits

NR 811 Policy and Finance for Complex Health Care Systems 3 credits

NR 810 Promoting Health, Healing, and Hope in Response to a Chaotic Human Condition: Traumatic Stress Assessment and Treatment 3 credits

NR 809 Clinical Scholarly Project II (Implementation) 2 credits

Summer Semester Credits

NR 812 Global Nursing Practice and Policy Development 3 credits

Fall Semester Credits

NR 813 Clinical Capstone Scholarly Project III (Evaluation and Dissemination) 3 credits

Total Credits 39

Doctoral Course Descriptions

NR 800 Scientific Inquiry for Nursing Practice. *Three credits.* This course explores the theoretical underpinnings of the science of nursing. Integration of nursing science with knowledge from the disciplines of the biophysical, psychosocial, analytical, and organizational sciences will be used to evaluate practice. Theoretical advances in the foundational and nursing sciences will be analyzed and applied to complex health situations. *Offered fall semester.*

NR 801 Biostatistical Methods for Evidence Based Practice. *Three Credits.* This course is designed to prepare students to use biostatistics to evaluate population health and inform advanced practice nursing. Emphasis is placed on hypothesis testing, experimental design, and the statistical treatment of biological information. *Offered fall semester.*

NR 802 Ethical Issues in Health Care and Research. *Three Credits.* This course explores the philosophical study of morality as it applies to biomedical ethics in current health care dilemmas as well as disasters on a national and international level. *Prerequisites: NR 805 and NR806. Offered fall semester.*

NR 803 Clinical Scholarship for Evidence Based Practice and Translational Research. *Three Credits.* This course synthesizes concepts from nursing science and other related sciences to prepare students for doctoral level evidence-based practice. Emphasis is placed on utilizing critical appraisal and analysis to evaluate practice patterns against national benchmarks and develop clinical practice solutions to improve health outcomes through the translation and dissemination of research. *Prerequisites: NR 800 and NR801. Offered spring semester.*

NR 804 Clinical Prevention and Population Health with a Focus on the Epidemiology of Infectious Diseases and Public Health Threats. *Three Credits*. This course focuses on health promotion and risk/ reduction/illness prevention for individuals, aggregates, and communities. Through the analysis of epidemiological, biostatistical, occupational, and environmental data the student will develop, implement, and evaluate clinical prevention and population health. Emphasis will be placed on infectious diseases and public health threats, including bioterrorism. Epidemiological theories will be applied to infectious diseases as well as disaster preparedness. Health care delivery models and strategies will be evaluated as they relate to environmental and public health as well as the cultural and socioeconomic dimensions of health. Reducing health threats through community preparedness will be emphasized. *Prerequisites:NR800 and NR801. Offered spring semester.*

NR 805 Improving Health Outcomes through Organizational and Systems Collaborative Leadership. *Three Credits.* This course provides the DNP graduate with the skills to develop and evaluate care delivery approaches that meet current and future needs of patient populations, nationally and internationally. Emphasis is placed on developing collaborative skills to effect change that will lead to improved quality of health care. Prerequisite: NR803 and NR804. Offered summer semester.

NR 806 Information Systems and Technology for Health Care Transformation. *Three Credits.* This course prepares the DNP graduate to use information systems/technology to support and improve patientcare and health care systems and provide leadership within healthcare systems and/or academic settings. *Prerequisites: NR 803 and NR 804. Offered summer semester.*

NR 807 Clinical Scholarly Project I (Development). *One Credit.* This course will provide students with support to develop a problem statement for an evidence-based (EB) focused project, conduct a literature review and background study, and develop a project plan in consultation with a faculty member who will oversee the project. (Examples can be design of systems, analysis and development of policy, or technologies that change practice outcomes or quality assurance/community enhancement projects or similar ideas that change the health of populations). *Prerequisites:NR805 and NR806. Offered fall semester.*

NR 808 Systems Approach to Disaster Preparedness at Home and Abroad. *Three Credits.* This course will focus on the leadership role of the DNP in natural and manmade disasters. Students will be versed in the mission areas of emergency preparedness including: planning, mitigation, response, protection and recovery with emphasis placed on public health risks. Students will participate in simulated disaster scenarios, utilize systems analysis to promote effective collaboration during disasters. The Incident Command System (ICS) and Hazardous Material Awareness course will be included and upon completion, the student will obtain certifications from the Federal Management Agency (FEMA) (Clinical Hours 100). *Prerequisites: NR805 and NR806. Offered fall semester.*

NR 809 Clinical Scholarly Project II (Implementation). *Two Credits.* This course provides students with support in implementation of their Evidence Based Project in a clinical setting. This is done with collaboration between the student and their faculty or project mentor to best meet the student's goals and the stated project objectives. There must be a clear timeline, budget (if applicable), evaluative methods, and regular reflective practice reporting established during this phase of the project (Clinical Hours 100).*Prerequisites: NR807. Offered spring semester.*

NR 810 Promoting Health, Healing and Hope in Response to a Chaotic Human Condition: Trauma. Traumatic Stress Assessment and Treatment. *Three Credits.* This course introduces the student to the core values of caring, holism, spirituality, diversity, ethics and client centeredness as it applies to learning the standard of care for treatment in the field of disaster response traumatic stress intervention. Guides for spiritual care in times of disaster along with prevalent psychosocial models used for maintenance of safety and stabilization will be explored. Students will be presented with techniques to care for the care giver as they mobilize their skills to provide compassionate nursing intervention before, during and after disasters. *Prerequisites: NR802, NR807, and NR808. Offered spring semester.*

NR 811 Policy and Finance for Complex Health Care Systems. *Three Credits.* This course explores economics and its application to health care financing and policy development from regional, state, national and global perspectives. A focus is placed on designing and implementing effective culturally sensitive health care policy initiatives to reduce health care disparities. *Prerequisites: NR 802, NR 807,and NR 808. Offered spring semester.*

NR 812 Global Nursing Practice and Policy Development. *Three Credits.* This course responds to the global need for Nursing to expand its borders. Cultural dimensions of health and its meanings throughout the world with regard to prevention, promotion and disease will be considered. Developing nations, global environmental issues and public health are considered in this clinical and theory course with experiential learning with various national and international partners (Clinical Hours 100). *Prerequisites: NR 809, NR810, and NR 811. Offered summer*

NR 813 Clinical Capstone Scholarly Project III. (Evaluation and Dissemination). *Three Credits* This final component of the clinical capstone scholarly project will result in a product that facilitates improved health outcomes for a specific population and can be generalizable to broader populations. It will demonstrate the

interface between advanced practice nursing and research. Evaluation of the project will be an integral component. The dissemination of the clinical capstone scholarly project through submission to regional and/or national conferences will be included. A successful oral defense of the clinical capstone scholarly project before a Defense Committee comprised of nursing faculty is required (Clinical Hours 100). *Prerequisite: NR 809. Offered fall semester.*

Accreditation

The clinical doctorate nursing program has been granted initial accreditation by the Accreditation Commission for Education in Nursing. The effective date for initial accreditation is March 14,2022. The next evaluation visit is scheduled for Fall 2028.Accreditation Commission for Education in Nursing (ACEN)3390 Peachtree Road NE, Suite 1400Atlanta, GA 30326(404) 975-5000

Program Curriculum Requirements

PERFORMING ARTS

PERFORMING ARTS DEPARTMENT

The Performing Arts Department offers the following programs:

• Arts Administration (B.S.)

• Theatre and Speech (B.A. in Theatre Studies, Performance, and Design, Technology, and

Management, minor)

• Dual Degree in Theatre and Education (B.A., housed in Education Department)

Please note that the following programs are available only to students who matriculated prior to the fall 2025 academic year.

• Dance Education (B.S)

• Dance (minor)

Mission Statement

Wagner College's Department of Performing Arts provides students with a strong liberal arts background combined with intensive experiential learning. By combining theory and practice, the department seeks to foster leadership, a sense of community, artistic integrity, intellectual expertise, and the best professional values to serve students in their chosen profession. Founded in 1968 as the Department of Theatre and Speech, the Department of Performing Arts at Wagner College has grown to become one of the Top Ranked Collegiate Theatre Programs in the nation. The Department prides itself on providing students with experiential and intellectual engagement in various curricular and co-curricular arenas. Wagner College offers a Bachelor of Arts degree in Theatre and Speech with concentrations in Performance, Theatre Studies, and Design/Tech/Management as well as a Dual Major in Theatre and Education. A Bachelor of Science is offered in Arts Administration; concentrations include Theatre, Music, Art, and Combined Arts. A Bachelor of Science is offered in Dance Education. Students may obtain Minors in Theatre and Dance. The department utilizes its faculty in dual roles, which means that full-time and part-time instructors often serve as the artistic staff by directing, designing,

building, conducting, researching, and acting. The faculty not only teaches in the classroom but mentors students in various production experiences. The faculty also serve as academic advisors to the 350 or so students who study in these various academic concentrations.

Arts Administration (B.S.)

Mission Statement

The Arts Administration program gives students a foundation in the performing and/or visual arts combined with a background in business administration to prepare them for entry-level leadership and management positions in arts organizations. The program connects students with the considerable resources found in the New York art and business communities.

Students may focus their studies in Art, Art History, Dance, Film/Media, Music, or Theatre by pursuing a minor in one of these fields. All students are required to work full-time off campus, for a full semester in a credit-bearing internship with an approved art or arts-related organization. An interview with Arts Administration faculty is required for acceptance to the program. The Arts Administration program is most appropriate for entrepreneurial-minded, achievement-oriented students. As Arts Administration is multi-disciplinary it is, in some regards, more complex than many disciplines: Students complete a set of foundations courses in their Arts concentration, complete a series of Business courses, complete Arts Administration professional courses, and complete a full-time, semester long internship — in addition to finishing the full range of general education requirements.

ARTS ADMINISTRATION

he Arts Administration program is a multi-disciplinary degree path through which students learn how to engage audiences, develop programs, raise money, market the arts, create new organizations, represent artists, and invent new and innovative ways to connect people to art. Students may be artist-entrepreneurs who create art while learning how to launch an independent career or arts advocates looking to lead nonprofit or for-profit arts organizations. Recent alumni have careers in gallery management, on Broadway, in the fashion industry, in film and television, with dance organizations, and many more. A departmental interview is required prior to acceptance to the program.

Selecting an Arts focus

Students with concentrate on one area of the Performing and Visual Arts by completing a minor in the subject. Available minors can be discovered by exploring Wagner’s programs in Art, Art History, Dance, Film, Theatre, and Music. In addition to a minor in their concentration, students complete a sequence of Business courses, Arts Administration professional courses. and a full-time, fully credited, semester-long internship and seminar in addition to the Key Skills and Knowledge requirements under the Wagner Plan for Practical Liberal Arts.

Acceptance into the program

A departmental interview is requested prior to joining the program. Declaration of the major is best done by the end of the freshman year to take maximum advantage of program offerings. Students struggling with the coursework and falling behind will be encouraged to consider alternative paths of study. While many students successfully complete study abroad programs and/or a double major, those options often result in the necessity of additional semesters in order to complete all requirements.

Sophomore / Junior Year Internships

It is essential that those pursuing Arts Administration gain practical experience beyond the classroom. Students are encouraged to seek out elective internship opportunities.

Final Semester - Full Time Internship / Senior Seminar

After all other degree requirements have been completed, students are expected to work off campus for a full semester in a credit-bearing internship with an approved arts or arts-related organization. Most students find these placements on their own, although all students are supported by the program. Most, but not all, internships occur within the metropolitan New York region. All completed applications/letters of agreement must be submitted by January 15th or a student may not be eligible to enroll in the senior seminar and internship in the spring semester. With College approval of the site, students work full time 4-5 days a week for the academic semester, for a minimum of 360 hours of work. Candidates must ensure the following: that the field experiences are appropriate to their content specialization(s) and programmatic levels; that their site supervisor's evaluations are completed and their site work schedule is substantively documented and verified. Internships conducted from home or campus via online technology - mobile or otherwise - are not permitted .In order to be considered for an internship at a "remote site" (outside the five boroughs of New York City) a student must have a cumulative grade point average of 3.5 or higher. The completed application for an internship at a remote site is due for submission by November 15th. Once fully completed internship applications/letters of agreement are submitted to the program director, the decision whether to approve or disapprove the internship will be made within three business days. Students are encouraged to begin planning for this final senior semester well in advance. While the College significantly supports the internships, the final internship may give rise to additional personal expenses (transportation, communications, meals, and clothing).In rare cases, students may choose to spread their internship over several semesters instead of holding a full-time internship in the spring of their senior year. This should only be done in close collaboration with an advisor.

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

Required courses:

AA 250 "Intro to Arts Management"

AA 440 "Arts Management"

AC 101 "Financial Accounting I"

CS 260 "Excel for the Business Professional"

EC 102 "Microeconomics" (recommended) OR EC 101 "Macroeconomics"

Three units of electives:

AA011 (up to 1 unit, 2 semesters) "Arts Administration Practicum"

AA 421 "Music Business"

AA450 Marketing the Arts

AA451 "Nonprofit Management"

AH/AR 221/HI 240 “Museum and Gallery Studies”

BU201 “Business Law I”

BU202 “Business Law II”

BU211 “International Business Law”

FI201 “Principles of Finance”

FM250 “Navigating the Film Industry”

GOV205 “Urban Policy”

MG201 “Management”

MG333 “Managing Diversity in the Workplace”

MK201 “Marketing,”

MK301 “Consumer Behavior”

MK324 “Digital Marketing”

SA204 “Philanthropy”

Minor in Art & Design, Art History, Dance, Film & Media, Music, or Theatre Senior Capstone Experience

3 units of Internship AA501 (1 unit), AA502 (2 units), or AA503 (3 units)

Senior Seminar/Reflective Tutorial AA490, 1 unit

Dance Education (B.S.)

Mission Statement

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

Senior Capstone Experience:

The Senior Learning Community (SLC) is the culmination of the Dance Education Major and comprisesDA416 Dance Pedagogy III and DA402 Techniques of Choreography and Performance II. It is required for each Dance Education Major to complete a minimum in 100 hours of experiential work offering the opportunity to apply material and skills learned. This is a time to practice the craft under guidance for assessment, reflection and integration of skills. Each student will work with the Head of Dance or specific advisor to tailor a Capstone Proposal for approval. Once the proposal is approved the guidelines for completion will be detailed, but must include a journal and final thesis paper inclusive ofa pedagogical statement and methodologies for teaching.

Upon graduation students will be prepared to begin a career in Dance Education– opening their own dance school, teaching for an established school or civic group, or developing their own company to lead and create movement vocabulary for instruction and artistry. Each student will be prepared to pursue a Masters program in Dance/Movement Therapy, Dance Kinesiology, Dance Education or Dance Medicine or any other somatic study along with advanced Dance Educational studies. A total of 16 units is required for the major.

Requirements for the Major in Dance Education

Pedagogy of Dance classes 6 units

DA116 Dance Pedagogy I- Introduction to Movement Analysis and Somatic Studies

DA302 Experiential Anatomy and Kinesiology

DA316 Dance Pedagogy II – Lesson Planning and Curriculum Building

DA401 Techniques of Choreography I

Senior Learning Community (2 units)

DA416 Dance Pedagogy III

DA402 Techniques of Choreography and Performance

Dance Studies classes (4 units)

DA103 Dance Appreciation–An Introduction to Dance Studies

DA191 History of Dance– 1500s through the development of Ballet, Modern and Jazz

DA250 History of Dance II- A Social, Cultural and Historical approach

DA395 Dance Criticism

Corequisite One 0-unit course in studio dance technique each semester

Ballet, Modern, Jazz, Contemporary, Hip Hop, Dynamic Movement

Education Minor Requirements (6 units)

ED326 Teaching & Learning for the Inclusive Setting

ED312 Learning Environments for Student with Exceptionalities

ED322 Instructional Technologies in a Networked World

EN280 Writing Intensive Tutoring

EN425 Theories in Language Acquisition & Literacy Development

EN426 Language Acquisition and Literacy Development

Theatre and Speech (B.A.)

Mission Statement

Wagner College provides a strong liberal arts background combined with intensive training in Theatre, particularly Musical Theatre, through classes and public performances. By combining theory and practice, the department seeks to foster leadership, a sense of community, artistic integrity, intellectual expertise, and the best professional values to serve students in their chosen profession. A major in Theatre & Speech serves a broad range of student interests and goals. Graduates go on to careers in theatre and numerous arts-related areas as well as graduate study in law, education, or business along with MFA programs. Wagner College Theatre is regularly ranked in the top 5 theatre programs by The Princeton Review. Within the major, students have a variety of concentrations to select from; these include: Theatre Studies; Design, Technology, and Management; Performance; and the dual major in Childhood Education. (Arts Administration: Theatre, see under Arts Administration.) Students may minor in both Theatre and Dance. Speech courses, one of which is required for the core, are also offered by the department. Student eligibility to enroll in courses may depend upon their concentration; while many courses are open to the entire student body the Performance Concentration requires an audition prior to acceptance to the major. Theatre Studies and Design/Technology/Management require an interview.

Requirements for a Major in Theatre and Speech:

Theatre Studies (B.A.)

Theatre Studies is designed for students who want to examine and practice the many aspects of theatre, from performance based classes including acting, playwriting, and directing, to history and theory including several in English and Modern Languages, to design and management. Many Theatre Studies majors go on to graduate school and work professionally as theatre-makers. Students are required to interview prior to declaring this major. This is the most flexible of the concentrations in terms of accepting transfer credits and community college degrees; if a student is transferring from a community college and is looking to complete a Theatre degree at Wagner in two years, Theatre Studies should be the curriculum followed.

A total of 18units may be taken in the major with a capstone experience that combines Advanced Theatre Practicum (TH595) with Senior Seminar PERFORMING ARTS 331 (TH400). TH595 focuses students on preparing to enter the professional world as they work on resumes, portfolios, business practices etc. while completing a capstone production experience; these range from producing a play they have written, to assisting directing or choreographing a Main Stage production, to composing a new musical. TH400 focuses students' attention on a common topic which provides a research opportunity culminating in a final thesis. Recent seminar topics have included: witches and witchcraft; Billy Porter’s life and influence; disabilities and the performing arts, etc.

Theatre Studies Requirements (beginning Fall 2022) Foundations (7 units):

TH011: Theatre Lab (2 half-unit classes)

TH014-18: Production Practicum (4-0 unit experiences)

TH103: Script Analysis (RR)

TH106: Introduction to Acting (CC, O)

TH111: Introduction to Design and Technology (C, O)

EN212: Introduction to Literary Analysis and Theory (LL, RR, W)

EN330: Shakespeare (RR, WW)

TH233: Theatre History (UU, LL)

Creative Practice (7 units);

EN215: Creative Writing I (CC) (R) (WC)

EN316: Creative Writing II (CC) (R) (WC)

FM101 Introduction to Filmmaking or FM322 Screenwriting

TH229: Devised Theatre (CC) (O)

TH290 Playwriting (WW)

TH310: Directing I

TH311 Directing II

Senior Learning Community (2 units)

TH400: Senior Seminar (WW)

TH595: Advanced Theatre Practicum

Cognates: It is recommended that students complete two semesters of foreign language.

Requirements for a Major in Theatre and Speech: Performance

Concentration (B.A.)

The Theatre Performance Concentration develops artists through a sequence of acting courses that delve into psychological realism, classical styles, and improvisation; through musical theatre performance, dance, voice; and through introductions to industry professionals to develop skills in the business of acting. The curriculum culminates in a Senior Showcase at Playwrights Horizons or a professionally produced video shoot for distribution to agents and industry professionals. Performance majors have a wide variety of courses in dance, music, and acting to choose from. An audition is required for acceptance into the program as select classes are exclusively for Performance majors. A student in the Performance Concentration cannot finish the degree in less than 3 years at Wagner, and no transfer credit in required performance classes will be accepted toward the major requirements. 15 units are required in the major, 3 of which are required cognates.

Experiential Requirements - 1 unit

TH011: Theatre Lab (2 half unit classes)

TH014-18: Play Production (4 semesters of 0 units; only one can be in Audience Services)

Foundation Requirements-5 units

TH103: Script Analysis (RR)

TH111: Introduction to Design (O C)

TH120: Musicianship for the Performer (Q)

TH233: Theatre History (UU LL)

TH235: Music Theatre History (UU L)

Performance Requirements (courses to be taken sequentially) - 4 units

TH117: Acting Techniques I

TH217: Acting II: Scene Study

TH307: Musical Theatre Performance I (CC O)

TH317: Acting III: Classics

Required Cognates - 3 units

SPC102: Voice and Diction (OO CC)

DA210: Movement; (CC)

or

DA301 Musical Theatre Styles (O CC) or DA304 Musical Theatre Styles Tap (O CC)

DA295: Musical Theatre Dance

At least 4 dance technique classes, either for credit or for 0 unit lab

MU020: Students take Private Voice Instruction each semester

Senior Learning Community - 2 units

TH461: Acting V

TH462: Senior Showcase

Requirements for a Major in Theatre: Design, Technology, and

Management Concentration (B.A.)

The Design, Technology and Management (D/T/M) Concentration includes Stage Management, Drafting, and Design Courses, including Lighting, Costume, and/or Sets. There are many opportunities to practice by working on the various departmental productions. An interview is required for acceptance into the program. A minimum of 15 units with a maximum of 18 is required to fulfill the major.

Experiential Requirements (2 units)

TH 011 TH Lab (4 - 1/2 units)

Production Assignments

TH014-18: (4) Play Production (at least one from two categories)

Foundation Requirements (6 units)

TH 103 Script Analysis

TH 106 Introduction to Acting

TH 111 Introduction to Design - S&F

TH 212 Drafting for the Stage

TH 220 Computer Visualization

TH 233 History of Theatre

Senior Learning Community (2 units)

TH 424 Design Studio

TH 595 SLC Advance Theatre Practicum

Select Four (5 units from the following; three must be upper level classes)

TH 109 Stage Costuming

TH 110 Scenic Painting

TH 112 Stagecraft

TH 211 Stage Properties and Set Dressing

TH 228 History of Costume and Fashion

TH 240 Stage Makeup

TH306 Sound Design

TH 309 Hairstyling for the Stage

TH 313 Costume Design

TH 321 Scene Design

TH 323 Lighting Design

TH 324 Period Styles Design

TH 350 Stage Management

TH 424 Design Studio (may not be used for multiple requirements)

TH 463 Advanced Lighting Design

TH 464 Advanced Scenic Design

-alternate fifth - 291 or 591 Special Topics

Requirements for the dual major of Theatre and Speech and

Childhood Education 1-6 (B.A.)

Dual Major in Education and Theatre is best for students interested in a career teaching in primary or secondary schools. Students take a range of Theatre courses as well as all the required courses for receiving teacher certification, including the Senior Learning Community in Education that involves a semester of student teaching. Students will have an adviser in both areas.

For the Education component of the major, consult the Education section. A total of 11 units required with the following distribution:

For the Theatre component a total of 11 units is required with the following distribution:

Experiential Units:

TH 011: Theatre Lab (2 semesters of 0.5 units each)

TH 014-18: Play Production (2 semesters of 0 units each)

Foundation courses:

TH 103: Script Analysis (RR)

TH 106: Introduction to Acting (CC O)

TH 111: Introduction to Design (C O)

TH 233: Theatre History (UU LL)

Courses in the Following Categories: (Select 6 units from at least 3 sections)

Technical Classes

TH 107: Stagecraft (C)

TH 109: Stage Costuming (CC)

TH 110: Scenic Painting (C)

TH 228 History of Costume and Fashion (C) (U)

TH 240: Stage Make-up (C)

TH 309: Hairstyling for the Stage

TH 350 Stage Management (O) (R)

Performance Classes

TH 204: Intermediate Acting (Th106 Pre-req) (CC OO U)

TH 229: Devised Theatre (CC)

TH 255: Acting for the Camera (CC)

DA***: One Unit of Studio Dance

Design Classes

TH 306: Sound Design

TH 313: Costume Design (CC)

TH 321: Scenic Design (R O CC)

TH 323: Lighting Design (CC O Q).

TH 324: Period Styles (C)

Creativity/Management

TH 290: Playwriting (WW)

TH 310: Directing I

TH 311: Directing II

TH 350: Stage Management (O R)

TH 440: Arts Management (cross listed with AA440)

DA 401: Choreography (CC)

Literature and History

TH 218: History of American Film (R W)

TH 228: History of Costume and Fashion (U C)

TH 235: Musical Theatre History (UU L)

TH 450: Theatre Criticism (RR WW)

DA 191: Dance History (U O)

DA 395: Dance Criticism (UU OO)

Senior Learning Community: Student completes the SLC in Education.

Requirements for a Minor in Theatre

A minimum of seven 7 units with the following distribution:

Experiential Requirements - 1 unit

TH 011 (2 semesters of 0.5 unit each), TH 014-017 (2 semesters of 0 units each) Two 0 unit production assignments are required; a student may only count one Audience Services 0 unit lab assignment toward the total of two required for completion of the major.

Foundation Requirements - 4 units

TH 103, TH 106, TH 111, TH 233.

Electives - 2 units

Two additional units chosen from among the Theatre offerings.

Requirements for a Minor in Dance

A minimum of 6 required units with the following distribution:

Required Courses - 4 units

DA 191, DA 302, D A395, DA 401.

Choose two units from any of the following 1/2 unit classes:

DA 245, 301, 303, 353, 454, 363, 464, 373, 474, 383, 484, 495.

COURSE DESCRIPTIONS

Arts Administration Course Descriptions

AA011 Administrative Assistant Practicum *1⁄2 unit.* Arts Administration administrative practicum serves to create hands-on experiential learning opportunities in actual administrative settings. Students may serve in a variety of capacities: gallery management; concert management; special event management; theatre front of house; arts promotion, publicity, development/fundraising, or curatorial. Permission of the program director is required. This course can be taken no more than twice for credit. *Offered every semester.*

AA 017 Production Practicum *O units.* This is an experiential component of the Arts Administration curriculum focusing on operating galleries, concert management, theatre or other arts related events. *Permission of the program director is required. Cross-listed with TH017. Offered every semester.*

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

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

AA430 Pathway to Success (A). *One unit.* Designed for actors, dancers and other artists who want to explore career pathways both in and beyond performing. Due to injury, economic changes, and other reasons, artists often seek new opportunities to apply their performance skills in different fields. This course guides students in identifying and exploring career options that work in tangent with/as alternates to traditional arts careers. *Prerequisites: AA250, AA majors/minors, TH major/minors, or permission of instructor*

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

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

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

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

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

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

AA 501 Internship in Arts Management. *1 unit*. A faculty-supervised, practical work experience in Arts Administration. Assignments include written reports of accomplishment and performance on job training. To earn 1 unit, students must work a minimum of 120 hours at their internship site. Students may take the three units of internship concurrently or consecutively. *Prerequisites: AA 250 and permission of the instructor.*

AA 502 Internship in Arts Management. *2 units.* A faculty-supervised, practical work experience in Arts Administration. Assignments include written reports of accomplishment and performance on job training. To earn 2 units, students must work a minimum of 240 hours at their internship site. Students may take the three units of internship concurrently or consecutively. *Prerequisites: AA 250 and permission of the instructor.*

AA 503 Internship in Arts Management. *3 units.* A faculty-supervised, practical work experience in Arts Administration. Assignments include written reports of accomplishment and performance on job training. To earn 3 units, students must work a minimum of 360 hours at their internship site. Students may take the three units of internship concurrently or consecutively. *Prerequisites: AA 250 and permission of the instructor.*

AA 593 Independent Study. *One unit.* An opportunity for an advanced student to work independently, under the direction of a faculty member, on some topic not included in the regular offerings. *Prerequisite: permission of the Division Chair of Performing and Visual Arts. Offered fall and spring semesters.*

Dance Course Descriptions

Courses are 1 unit unless otherwise indicated. Any specific level of dance may only be taken once for the 0.5 unit. Dance classes offered for the 0 unit are designed for a student who has academically passed the course by displaying sufficient intellectual comprehension of the content area, but has not developed proficient execution of movements to advance to the next level. Students taking classes for 0 unit must complete all course requirements for the session, the student will be graded the same as a student bearing the unit weight. The final grade will appear on the student's transcript but will not be averaged into their final GPA. Classes for the 0 unit may be repeated up to 4 times. All students must be placed in an appropriate level of proficiency for all studio/application dance classes. This placement will be re-evaluated each semester on an individual basis between the instructors of record for each class in consultation with the Head of Dance.

DA 103 Dance Appreciation–An Introduction to Dance Studies (A) (CC). *One unit.* An overview and survey course that increases the students' understanding of dance and its many faces as an art form, entertainment and activity. The students will learn through lecture, viewing, reading and short simple movement experiences. Prior dance experience or training is not required. This is not a technique class in dance. Designed for all students with an interest in dance.

DA 112 Dynamic Embodiment and Efficient Movement. *0.5 unit.* A course designed to improve the dancer's strength, stretch, and overall body condition. The course is specifically tailored to help the physical demands of a dancer. *Cross-listed with DA112F.Offered as required.*

DA 112F Dynamic Embodiment and Efficient Movement. Zero units. See DA112. *Offered as required.*

DA 114 Hip Hop and Street Dance . *0.5 unit.* An open level dance class designed for the student who wishes to develop the basic foundation and techniques of Hip Hop and Street Dance. *Cross-listed withDA114H.*

DA 114H Hip Hop and Street Dance Lab. *Zero units.* Lab fee. See DA 114.

DA 116 Dance Pedagogy 1– Introduction to Movement Analysis and Somatic Practices (A) (CC)*One unit.* An introductory course surveying the aspects of Movement Analysis and Somatic Practices for the purpose of dance education and movement invention. The students will practice the studies of Laban Movement Analysis for discussing, decoding, analyzing and embodying movement choices. The class will cover humanistic movement and the movements required of a trained dancer. This will be done through lecture, movement exploration, embodiment of movement characteristics and observation. *Dance Majors or by permission of Instructor.*

DA 120 Hatha Yoga. *0.5 unit.* The aim of Hatha Yoga is a more thorough understanding of self. Students will pursue this objective through asana, meditation, and pranayama, practicing the integration of their body, mind and breath.

DA 120Y Hatha Yoga Lab *Zero units*. Lab fee. See DA120.

DA 151 Ballet I. *0.5 unit.* A practical, beginning level ballet class designed for the student who wishes to develop the basic fundamental techniques of ballet. *Cross-listed with DA151B. Offered fall and spring semesters.*

DA 151B Ballet I Lab. *Zero units.* See DA151. Offered fall and spring semesters

DA 161 Jazz I *0.5 unit.* A practical, beginning-level jazz class designed for the student who wishes to develop the basic fundamental techniques of jazz. *Cross-listed with DA151B. Offered fall and spring semesters.*

DA 161J Dance: Jazz. *Zero units.* See DA161. *Offered fall and spring semesters.*

DA 171 Modern Dance I . *0.5 unit.* A beginning level dance class designed to build the fundamental techniques of Modern Dance. The student will study the ideas and concepts of our Modern Dance pioneers through practical application of movement. *Cross-listed with DA171M. Offered every semester.*

DA 171M Modern Dance I lab. *Zero units*. See DA271. *Offered every semester.*

DA 181 Tap I. *0.5 unit.* A practical, beginning level tap class designed to develop the basic fundamental techniques of tap dance. *Cross-listed with DA181T. Offered as required.*

DA 181T Tap I lab. *Zero units.* See DA181. *Offered as required.*

DA 191 History of Dance (A) (O) (U). *One unit.* This course traces the evolution of Western dance from Primitive tribal dance through the birth of folk dance, classical and modern dance, and ballroom dance.

DA 210 Movement for Performers I (A) (CC). *One unit.* This is an actor-oriented course in developing the body as a performance instrument. Lessons focus on building physical presence, increasing interpretative choices, increasing flexibility and range of motion, and learning to control stage focus. *Offered fall and spring semesters. Prerequisite: TH117.* A non-refundable laboratory fee is required.*

DA 211 Movement for the Performers II (A) (CC). *One unit.* A continuation of the techniques learned in TH 210. *Prerequisites: TH 117, 210. Offered as required.*

DA214 Hip Hop and Street Dance II. *0.5 unit*. A second level dance class for the student who wishes to continue to develop the techniques learned in Hip Hop and Street Dance. *Cross-listed with DA214H.Prerequisite: Permission of instructor only.*

DA214H Hip Hop II. *0 units*. See DA214.

DA245 Dance Exploration and Improvisation *0.5 unit.* This course is designed for anyone curious about the practice of improvisation. The goal is to discover expression and embodiment through the practice of movement. Dancers and non-dancers alike are welcome. Students will deepen and broaden their understanding of improvisation as an integral part of creative and performance processes through movement explorations, guided movement exercises, readings, discussions, observations and journaling. The skills developed in this class are applicable to any creative process and will support the ability of movement invention and choreography. Open to all levels of ability.

DA 245l Dance Exploration and Improvisation Lab: *0 units* see DA245.

DA 248 Improvisation for the Performer *0.5 unit.* A course in improvisation designed to teach students the aspects of spontaneity in performance through the ability to make articulate choices quickly and effectively. This will enable the student to discover an interesting character and a compelling performance. Students learn to be genuine and “in the moment,” benefitting both actors and non-actors. Students will learn to make strong choices and take acting risks while not worrying about failure. The class will value true listening and honest connection with fellow actor(s). This class is open to both theatre majors and non-theatre majors. *Offered as needed.*

DA 248l Improvisation for the Performer Lab *Zero units.* See DA248. *Offered as needed.*

DA 250 History of Dance (A) (O) (UU). *One unit.* A Cultural, Social and Historical Approach. This course will look at dance from a global viewpoint through observation and assessment of both Western and Non-Western forms of dance and their relationship to culture, society and history. The class utilizes a contextual lens to review ritual, theatrical, folk, performance and social forms of dance. The class will focus on a variety of genres of dance that are relevant to understanding diversity and intercultural factors.

DA 252 Ballet II *0.5 unit.* A practical, intermediate level ballet class designed for the student who has the basic knowledge of the ballet and wishes to strengthen their technique. *Cross listed with DA252B.Prerequisite: DA151 or DA151B or permission of instructor. Offered fall and spring semesters.*

DA 252B Ballet II lab. *Zero units.* See DA252. *Offered fall and spring semesters.*

DA 262 Jazz II. *0.5 unit.* A practical, intermediate level jazz class designed for the student who has the basic knowledge of jazz technique and wishes to strengthen their technique. *Cross-listed with DA262J.Prerequisite:DA161 or DA161J or permission of the instructor. Offered fall and spring semesters.*

DA 262J Jazz II lab . *Zero units.* See DA262. *Offered fall and spring semesters.*

DA 272 Modern Dance II . *0.5 units.* An intermediate level dance class designed for the student who has the basic knowledge of modern dance and wishes to strengthen their technique and further their study of the concepts of our Modern Dance Pioneers through practical application of movement. *Cross-listed with DA272M. Prerequisite DA171 or DA171M or permission of instructor. Offered fall and spring semester.*

DA 272M Modern Dance II lab . **Zero units**. See DA272. *Offered fall and spring semester.*

DA 282 Tap II. *0.5 unit*. A practical, intermediate level tap class designed to strengthen the fundamental techniques of tap dancing. *Cross-listed with DA282T. Prerequisite DA181 or DA181T or permission of the instructor. Offered as required.*

DA 282T Tap II lab. *Zero units.* See DA282. *Offered as required.*

DA 295 Musical Theatre Dance (A) (CC) (L) (O). *One unit.* A practical open level dance class designed to familiarize the student with the styles of dance most frequently used in Musical Theatre. Students will be taught choreography of specific musical theatre dance genres to perform. The student will also be given an overview of the various expectations and roles that may be required in the Musical Theatre Industry. Required by all Theatre Performance Majors. Open to performance majors. *Prerequisites: One half unit or 0 unit dance technique classes in any of the three disciples of Dance: Modern, Jazz, or Ballet.*

DA 301 Musical Theatre Styles (A) (CC) (O). *One unit.* A practical open level dance class designed to familiarize the student with the styles of dance most frequently used in Musical Theatre. Students wil lbe taught choreography. *Prerequisites: DA295.*

DA 302 Experiential Anatomy and Kinesiology (A) (C) (Q). *One unit*. A course designed to teach the basic principles of functional anatomy and movement patterning through experiential somatic practices. Anatomical terms and definitions, fundamental body mechanics and injury prevention will be examined as related to their application of dance and movement

DA 303 Partnering. *0.5 unit.* A practical class for the experienced dancer to develop the techniques ofs hared weight and principles of classical partnering, i.e. lifts, carries and promenades. Cross-listed with

DA303P. *Permission of instructor required. Offered as required.*

DA 303P Partnering Lab. *Zero units.* See DA 303. *Offered as required.*

DA 304 Musical Theatre Styles Tap (A) (CC) (O). *One unit.* A practical open level dance class designed to familiarize the student with the styles of tap dance most frequently used in Musical Theatre. Students will be taught choreography to perform. *Prerequisites: DA295. Offered as required.*

DA 316 Dance Pedagogy II– Lesson planning and curriculum building. (A), (CC), (O) *One unit.* A beginning level course in dance pedagogy designed for the student interested in developing lesson plans and curriculum for teaching dance at any level. Ballet, Jazz Modern and Tap techniques will be covered on student interest, personal goals and mastery of skill. P*rerequisite: DA116 Dance Pedagogy I.*

DA 353 Ballet III . *0.5 unit.* A practical advanced level ballet class designed for the student who wishes to maintain their ballet technique and develop the proficiency to execute advanced level movements. *Cross-listed with DA353B. Prerequisites: DA252 or DA252B or permission of the instructor. Offered every fall and spring semester.*

DA 353B Ballet III lab. *Zero units*. See DA 353. *Offered every fall and spring semester.*

DA 363 Jazz III . *0.5 unit.* A practical advanced level jazz class designed for the student to maintain their jazz technique and wishes to continue to develop the proficiency to execute advanced level movements. *Cross-listed with DA363J.Prerequisite: DA262 or DA262J or permission of the instructor. Offered every fall and spring semester.*

DA 363J Jazz III lab. *Zero units*. See DA363. *Offered every fall and spring semester.*

DA 373 Modern Dance III. *0.5 units.* A practical advanced level dance class designed for the student who has the skills of modern dance and wishes to maintain their technique and study more eclectic and contemporary theories of movement through practical application. *Cross-listed with DA373M.Prerequisite: DA272 or DA272M or permission of instructor.*

DA 373M Modern Dance III lab. *Zero units.* See DA373. *Offered every semester.*

DA 383 Tap III . *0.5 unit*. A practical advanced level Tap dance class designed for the student to maintain their technique and wishes to continue to develop the proficiency to execute advanced level movements. *Prerequisite: DA282 or DA282T or permission of the instructor. Offered as required.*

DA 383T Tap III lab. *Zero units.* See DA 383. *Offered as required.*

DA 395 Dance in the 21st Century. (A) (OO) (UU) This course offers a survey of dance in the 21stcentury, examining its evolution, trends, and influences within a global context. Through a multidisciplinary approach, students will explore diverse dance forms, cultural shifts, technological advancements, and socio-political developments that have shaped and defined dance practices in recent years. This course offers a dynamic exploration of dance from a range of contemporary perspectives, delving into critical topics related to race, culture, ability, education, media, gender, sexuality, and access. We will analyze the way dance both reflects and disrupts these societal structures and values. Through critical analysis and thoughtful discussion, students will develop a nuanced perspective on the role of dance in shaping and reflecting the cultural landscape of the 21st century.

DA 401 Techniques of Choreography (A) (CC). *One unit.* A comprehensive study of choreographic theory and composition in which students will develop the ability to move freely and create movement vocabulary. The course is designed to develop the tools of space, time and dynamics for choreography. *Prerequisites: DA210, DA248, DA2481 or permission of instructor.*

DA 402 Techniques of Choreography and Performance (A) (CC). *One unit*. A studio class where the students will apply the skills mastered in DA 401 to create a more developed choreographic composition for public presentation. *Prerequisite: DA 401. Offered as required.*

DA 454 Ballet IV . *0.5 unit*. A practical advanced level ballet class designed for the student who is serious about dance and has already established a strong technique while developing more advanced movement ability, performance skills and styles of ballet dance. The class will aid in preparing the student for working in the professional world of dance. C*ross-listed with DA454B. Prerequisites:DA353 or DA353B or permission of instructor. Offered fall and spring semester.*

DA 454B Ballet IV lab. Zero units. See DA454. *Offered fall and spring semesters.*

DA 464 Jazz IV . *0.5 unit*. A practical advanced level ballet class designed for the student who is serious about dance and has already established a strong technical foundation. The class will facilitate the student's ability to maintain their technique while developing more advanced performance skills. The class will aid in preparing the student for work in the professional world of dance. *Cross-listed withDA464J. Prerequisites: DA363 or DA363J or permission of instructor. Offered as required.*

DA 464J Jazz IV lab . *Zero units.* See DA464. *Offered as required.*

DA 484 Tap IV. *0.5 unit.* A practical advanced level tap class designed for the student who is serious about dance and has already established a strong technical foundation. The class will facilitate the student's ability to maintain their technique while developing more advanced movement ability, performance skills and styles of jazz dance. The class will aid in preparing the student for work in the professional world of dance. *Cross-listed with DA484T. Prerequisites: DA383 or DA383T or permission of instructor. Offered as required.*

DA 484T Tap IV lab . *Zero unit.* See DA484. *Offered as required.*

DA 495 Contemporary Dance Workshop . *0.5 units.* A class designed for the intermediate and advanced level dancers to work within an experimental and creative environment. The course will provide students with intensive practical experience through close work with faculty. Students will be mentored to express themselves artistically through dance and develop a contemporary form of artistic expression. *Cross-listed with DA495C. Instructor permission required.*

DA 495C Contemporary Dance Workshop lab. *Zero units.* See DA495.

Speech Course Descriptions

SPC 101 Communications in Society (OO). *One unit.* An introduction to the study of communications. The course offers background and experiential projects across a range of the most frequently utilized communication contexts.

SPC 102 Voice and Diction I (OO) (CC). *One unit.* A course to give the student individual attention and practice in breath control, phonation, resonance, articulation, and pronunciation. *Prerequisite: TH117. Open to theatre performance majors or with permission of the instructor. Offered fall and spring semesters, as required.*

SPC 103 Public Speaking (OO). *One unit.* Ideal for the liberal arts student, this basic speech course studies the art of public speaking from a variety of informal and formal perspectives.

SPC 104 Oral Traditions and Narrative Theatre (CC) (OO). *One unit.* This course explores storytelling through the performance of literary works. Students practice and apply analysis, improvisational and spoken word styles and public speaking techniques to interpret writing that may include novels, poetry, famous speeches, and documentary texts. *Offered most semesters.*

SPC 202 Voice and Diction II (OO) (CC). *One unit.* A course to give students advanced voice instruction with particular attention to character studies, dialects, and classical dramatic texts. *Prerequisites: Speech 102; TH 217.*

SPC 203 Voice Overs (OO). *One unit.* This course will focus on students' individual voices as well as "movie announcer," radio personality, and fun, or "odd," character voices. Students will learn to take the skills they already possess and find ways to allow them to use their voices to their full potential. The class will use scripts from established commercials, television shows, movies, video games, automated prompts, and even student written pieces. *Prerequisite: SPC 102 or permission of the instructor.*

SPC 252 Mock Trial (OO). One unit. This class is designed to teach and practice the basic elements of trial advocacy, including opening statements, direct and cross-examination of witnesses, objections, and closing arguments. Everyone will be expected to participate extensively in class, and significant preparation outside of

class will also be required. Because of the participatory nature of the class, regular attendance is essential. The class will culminate in a trial open to the campus community at the end of the semester. By the end of the semester, students will have increased competency in preparing, delivering, and evaluating public speeches. *Offered fall semester.*

SPC 301 Communication in the Small Group *One unit.* A study of contemporary theory and practice for participating in small groups. Emphasis on the awareness and experience of specific settings for group communication.

SPC 303 Communication on the Job *One unit.* A study of principles and techniques of communication crucial to growth and success in business and professional settings. Topics include: interviewing, currenttrends in management, small group work and public presentations. Individual practice emphasized.

SPC 304 Stage Dialects (OO). *One unit.* A speech course geared toward the advanced student actor seeking a career in theatre. This course examines a variety of European and American dialects. *Prerequisites: Speech 102. Open to theatre performance majors or with permission of the instructor.*

SPC 591 Special Topics in Speech. *One unit.* A flexible course, offered at various times, focusing in depth on special areas in speech. *Consult Division Chair of Performing and Visual Arts for further information.*

Theatre Course Descriptions

TH 011 Theatre Lab. (A) *0.5 unit.* Intensive participation in the College theatre production program in any facet of the theatre arts. Especially designed for matriculated majors and minors. *Offered fall and spring semesters.*

TH 014 Production Practicum in Technical Theatre. *Zero units.* This is an experiential component of the theatre curriculum focusing on running a show or preparing a show for performance. Areas include light and sound board operators, props and wardrobe running crew, follow-spot operators, and other crew assignments.

TH 015 Production Practicum in Design. *Zero units.* This is an experiential component of the theatre curriculum focusing on Theatrical Design, including assisting or designing a show.

TH 016 Production Practicum in Management. *Zero units.* This is an experiential component of the theatre curriculum focusing on stage management, production management, or technical direction.

TH 017 Production Practicum in Audience Services. *Zero units.* This is an experiential component of the theatre curriculum focusing on service to the audience as house manager, usher, concessions, and ticketing services.

TH 018 Production Practicum in Dramaturgy. *Zero units.* This is an experiential component of the Theatre Studies curriculum focusing on working as a production dramaturg on one or more shows per semester.

TH 103 Script Analysis (A) (RR). *One unit.* A foundation in analyzing dramatic theory and literature. Students will read one to two plays weekly and participate in class discussion. *Offered fall and spring semesters.*

TH 105 Theatre Appreciation (A) (C). One unit. A guide to theatre designed to enhance the appreciation of theatrical productions through an increased understanding of the theatre, with emphasis on the play in production. Students are required to attend current College and professional productions. *For non-theatre majors. Offered fall and spring semesters.*

TH 106 Introduction to Acting (A) (CC) (O). *One unit.* An introductory course in acting designed for non-majors and for theatre majors who are not in the performance track. Provides a basic orientation to the dynamics of acting within a supportive studio environment including acting exercises, theatre games and improvisation. Scenes and monologues will be chosen from contemporary plays*. Offered as fall and spring semesters.*

TH 107 Stagecraft (A) (C) *One unit.* A course designed for non-majors to create a deeper appreciation and understanding of the technical theatre process. This course is an introduction to the crafts needed to take the show from the conceptual design to the stage. An emphasis will be placed on learning basic vocabulary, construction technique, electrical theory and equipment. *Offered every other fall or as needed.*

TH 109 Stage Costuming (A) (CC). *One unit.* A study of basic costume design for the stage, emphasizing the interpretation of dramatic texts in terms of characterization. Basic figure drawing and fabric study are included. The collaborative process which translates ideas to finished design will be explored. *Offered as required.*

TH 110 Scenic Painting (A) (C) *One unit.* This class is an elementary-level class in scenic painting technique. Beginning with choice of paint and ending with touch-up, this class will work on the skills necessary to transform raw materials into a dramatic environment for the theatrical production. Students will be introduced to techniques such as faux painting, glazes, washes, and other basic techniques needed to do trompe l'oeille, the illusionistic representation of real objects. *Offered Spring.*

TH 111 Introduction to Design and Technology (A) (C), (O) *One unit*. An introduction to the principles of design and technology for the stage. This class includes research from the designer's point of view, study of professional practices in the development of designs, an overview of the realization of stage designs, and the process and procedures for the execution of the designs. The course does not presuppose and technical knowledge. *Offered fall and spring semesters.*

TH 112 Stagecraft I (A) (T). *One unit.* The emphasis of this course will be on the mastery of practical skills associated to take a theatrical production from the conceptual design to the stage. Students will earn technical vocabulary; construction techniques and painting skills necessary to function as a stage carpenter; electrical theory and equipment needed to be a stage electrician; and basics of sound theory to become a sound technician. *Offered every other spring or as needed. Prerequisites: TH111. For matriculated Theatre DTM majors, others by permission of instructor only.*

TH 117 Acting Techniques (A) (CC). *One unit.* This introductory course is team-taught and designed to instruct the student in three basic areas: acting, voice and movement. Emphasis is placed on the development of the actor's instrument including body alignment, concentration, self-awareness and vocal production. *Prerequisites: Audition. Offered fall semester.*

TH 120 Musicianship for Actors (A) (Q) *One unit.* This music theory class will address the special needs of the musical theatre actor. Material for the class will include intensive work in basic music reading skills, keyboard orientation, and elementary performance, sight singing and audition preparation. *This class is especially designed for First Year theatre majors who are preparing to takeTH307 Musical Theatre Performance I as well as theatre majors interested in developing stronger music reading skills.*

TH 204 Intermediate Acting (A) (CC) (OO) (U) *One unit.* This course is an advanced scene study class designed for non-majors and for theatre majors who are not on the performance track. A continuation of the techniques studied in Introduction to Acting with an emphasis on classical and modern plays including text analysis and characterization. *Prerequisite: TH 106.*

TH 211 Stage Properties and Set Dressing (A) (TT). *One unit.* The class will cover methods of organization, research, design, acquisition and execution, and of properties. Practical methods of construction for common/ frequent prop needs will be taught, and attention will be paid to assessing the appropriateness of choices. The class will consist of project work, and use department productions to realize projects in production. *Prerequisite TH 111 or permission of instructor, Offered fall semester.*

TH 212 Drafting for the Stage (A) (TT). *One unit.* The focus of this course is on drafting as a form of communication of visual ideas. This will be a project and critique-oriented course. Skills to be developed include understanding of scale, two dimensional representation of three dimensional objects, and literacy of blueprint reading. *Prerequisite: TH 111 or concurrent enrollment. Offered fall semester.*

TH 217 Acting Techniques II: Scene Study (A) (CC) *One unit.* A contemporary/modern scene study course on how to apply and integrate the skills taught in Acting Techniques I. Emphasis is placed on character development, research and script analysis. Objectives include developing a rehearsal technique and understanding the process of exploration. *Prerequisites: TH 117.*

TH 218 History of American Film (A) (R) (WC). *One unit*. A subjective history of American film. This course examines landmark films, their directors, stars, writers and producers. Each class will involve the screening of at least one film, plus lecture and a discussion. The work of such film directors as John Ford, Charlie Chaplin, Steven Spielberg, Sam Peckinpah and Stanley Kubrick will be viewed and analyzed. Noteworthy film stars will be discussed and studied. The overall objective is to develop a grasp of the history of American cinema and the impact of great films on the 20th century. *Lab fee.*

TH 220 Computer Visualization (A) (TT). *One unit.* This course builds on the foundations in Drafting for the Stage and extends the resources and skills needed for visual communication as a cross application from Vector Works into Render Works and into Render Works and Photoshop in order to build a more visual presentation. *Prerequisite: TH 212. Offered spring semester.*

TH 222 Advanced Musical Training and Audition Prep (A) *One unit.* This course will build on skills established in Musicianship for the Actor such as sight reading, ear training and ensemble singing. Students will learn how to quickly read and perform musical audition sides, easily understand and execute both simple and difficult harmony and habitually incorporate valuable practice strategies. Abroad range of musical theatre repertoire will be used as material for the course. *Enrollment is limited to theatre performance majors. Prerequisite: TH120 Musicianship for the Actor, MU101 Rudiments of Music or permission of instructor.*

TH 228 History of Costume and Fashion (A) (C) (U) *One unit.* A survey of western historic fashion and costume for women and men from ancient times to the present, including the cultural and political events that shaped each era and its clothing. An introduction to the design elements: color, line, form texture and silhouette and a brief introduction to the use of graphic techniques in the presentation of fashion and costume designs. Analysis of the artistic styles of each era as they relate to understanding costume detail and stylization.

TH 229 Devised Theatre (O) (CC). *One unit.* The goal of Devised Theatre is a holistic understanding of how theatre works, as students encounter the challenges of building compelling theatre from scratch. The course will explore the making of theatre, not from prepared scripts, but from the inspiration, research, and imagination of the participants.

TH 233 History of the Theatre (A) (UU) (LL). *One unit.* Survey of the history of Western Theatre from the ancient Greeks to the present. Consideration is given to the cultural milieu of each period and to the changes in theatrical architecture and production styles. Significant theatrical and performance texts are analyzed. *Recommended for majors only.*

TH 235 Musical Theatre History (A) (L) (UU). *One unit.* This course is an extensive survey of the music theatre literature from 1868 to present. The objective of this course is to familiarize the student with representative musicals from all significant periods of music theatre history. The class will include literary, dramatic, and musical analyses of the works presented during the course of the semester.

TH 240 Stage Makeup (A) (C). *One unit.* Demonstration and practicum in straight and character makeup for the stage. Purchase of personal makeup required. ** A non-refundable laboratory fee is required. Offered as required.*

TH 242 Modern Commedia dell'Arte (A) *One unit*. Students will study the centuries-old European tradition of physical comedy emphasizing physical improvisation and stock characters. This course develops the body as a performance instrument as students broaden and strengthen their ability to usethe body, voice and imagination as primary performing instruments.

TH244 Musicianship II (A) *One unit.* Musicianship II builds on the musical concepts presented in Musicianship I. Students will review all major and minor keys and corresponding scales, review fundamental rhythmic concepts and also review construction, identification and singing of intervals. Students will move into analysis of compound meters, basic harmony and advanced ensemble singing. All musical concepts will be studied through the use of musical theatre repertoire. The class will also include basic jazz improvisation and extensive sight singing. Students will also develop basic keyboard skills with the goal of being able to accompany themselves. *Prerequisite: Musicianship 1 or Permission of Instructor.*

TH 250 The Movie Musical (A) (R) (WC) *One unit.* This class traces the history of one of Hollywood's most important and popular genres from its beginnings in the early sound period to its more recent incarnations. Study will include individual artists (singers, dancers, directors) who influenced the genre and representative films will be screened in class. Independent viewing and reading is also required, as well as the completion of written research projects.

TH 255 Acting for the Camera (A) (CC). *One unit.* This course offers an introduction to on-camera performance in film and television. Students will participate in monologue and scene work based on ageand type, and will learn the fundamentals of on-screen camera acting technique. In addition, classcontent will focus on the specific demands, protocols, and technical challenges of filmed media, fromthe audition process to the final shoot. Class work will include monologue and scene rehearsal andpresentation, an introduction to the process of on-camera production, and discussion of the professionalfilm and television industries. *Lab fee.*

TH 290 Playwriting (A) (WW). One unit. An introductory course in techniques of playwriting, including play structure, genre, and theatrical components. The course includes opportunities for creative writing for the stage.

TH 306 Sound Design for the Theatre (A) *One unit.* The course will be presented from both an artistic and technical point of view, with emphasis on process. The course will provide students with an introduction to audio technology and the sound design process for theatre, including theory, technology, equipment, techniques, and the knowledge, skills, and resources to put the process into practice. Readings, class presentations, practical projects and critical analysis of productions will be used to illuminate the history of sound design, the design process, equipment, technology, sound recording, reinforcement and system design. *Prerequisite: TH 111 or permission of the instructor.*

TH 307 Musical Theatre Performance I (A) (CC) (O). *One unit*. An intensive and highly focused course in learning how to act a song. The objective of this course is to give students a flexible acting methodology that can be applied to a wide range of musical theatre literature. For performance majors only. Prerequisites: TH 120 and two MUA 020.A (Laboratory fee.)

TH 308 Musical Theatre Performance II (A) (CC) (O). *One unit.* A performance survey course in performance styles. The objective of this course is to accumulate a wide range of audition material that represents various musical theatre composers. Students will learn, memorize, and perform a new song each week. *Prerequisites: TH307.*

TH 309 Hair Styling for the Stage (A). *One Unit*. This class will explore and create hair styles for the stage through a series of physical projects. Starting with analysis, research and working through the production process to culminate in a final project.

TH 310 Stage Directing I (A) *One unit*. An introductory course in methods of play selection, casting, rehearsal techniques, including thematic and character interpretation, and overall design techniques. *Prerequisites: TH 103, 111, 117 or TH 103, 111, 106, and/or permission from the instructor. Offered fall semester.*

TH 311 Stage Directing II (A) *One unit*. A continuation of development of skills and techniques explored in Stage Directing I. The course culminates in student directed one-act plays performed for an invited audience. *Prerequisite: TH 310 and/or permission of the instructor. Offered spring semester*.

TH 313 Costume Design (A) (CC) *One unit.* This course focuses on the art and practice of designing costumes for the theatre, television and film. The study will include a series of design projects to develop skills in research, script analysis, design concept, costume sketching and rendering, and fabric selection. *Prerequisite: TH 111. Offered as required.*

TH314 Musical Theatre Performance III (A) TH314 Musical Theatre Performance III This class will address the specific performance aesthetics of multiple styles of pop/rock music through the synthesis of body, voice and emotion. The goal of the class is to prepare the actor/singer for the contemporary musical theatre market which requires the use of pop/rock songs in a theatrical setting. *Prerequisites areMTP1 and Acting III. Offered spring semester (Lab fee.)*

TH 317 Acting Techniques III: Classics (A) *One unit.* Through scene study and monologue work, students learn a practical process for playing Shakespeare that includes research, text analysis, scansion and period performance practices. Students explore techniques for creating a role, devising staging as well as examining the actor’s relation to the audience. *Prerequisites: TH 217. Offered fall semester.*

TH 321 Scenic Design (A) (CC) (O) (R). *One unit.* This course will focus on the fundamentals of scenic design theory (through the application of basic mechanical and conceptual solutions) in a variety of theatre spaces and genres, for the development of research and presentation skills. Readings and projects may include comedy, tragedy, melodrama, musicals, opera, and ballet. *Prerequisite: TH 212,TH 111. Offered fall semester.*

TH 323 Lighting Design (A) (CC) (O) (Q). *One unit.* This course focuses on the fundamentals of lighting, including the history, styles, and aesthetics of lighting design. Exploration of the design process will include practical projects such as light plots, essays, and sketches for productions. Individual topics in lighting include optics, color psychology of light, position, control, distribution, and timing. *Prerequisite: TH 212, TH 111. Offered spring semester.*

TH 324 Period Styles Design (A) (C). *One unit.* Periods of style in fashion, costume, art, and architecture will be explored as they relate to current theatrical design and production, as well as their historical, political, religious, and social contexts. This will be a seminar-style class in which students will participate in the presentation of material to the class. *Offered as required.*

TH 350 Stage Management (A) (O) (R) *One unit.* This course provides concentrated stage management training. The student will study organizational models for professional and non-professional theatres, organizational strategies to aid the performance of stage management duties, and the care and development of the production and personnel. *Prerequisite: TH 111. Offered spring semester.*

TH 400 Senior Seminar (A) (WC). *One unit.* The Senior Seminar is designed for students who have completed all requirements in the Theatre Studies and D/T/M concentrations. Professional development is encouraged through conversations with guest artists and attending live performances as well as through reflective written assignments. During the course of the semester a senior thesis will be written.

T**H 417 Acting Techniques IV: Advanced Styles (A) (WW)** *One unit.* An examination of performance practices and styles from Ancient Greece through avant-garde approaches to performance. *Prerequisites: TH 317.*

TH 422 Musical Theatre Repertoire Practicum (A) *One unit.* The goal of this class is to provide theatre performance majors with the opportunity to work with an accompanist and musical coach on a wide range of repertoire chosen by the student as well as the coach. Students will meet with their coach once a week for an individual thirty-minute session to practice current repertoire and also explore new genres. *Prerequisites: TH 120, TH 307.*

TH 424 Theatre Design Studio (A) (CC) (O) (R) *One unit*. The emphasis of this class is on design theory and conceptualization through use of design exercises. Advanced work will be individually oriented to develop graphic and analytic skills used in design with special attention to portfolio development. The class will be a studio/ seminar style course where students present their research, analysis, and designs to the class on an ongoing basis for discussion and critique. *Prerequisite: Fo rmatriculated Theatre DTM majors, Permission of the instructor. Offered spring semester.*

TH 440 Arts Management (A) *One unit.* A study of techniques in managing arts organizations. Areas covered include planning events, facilities design and management, budgeting, contracts, box office procedures, promotion, publicity and development. *Cross-listed w/AA 440. Offered fall semester.*

TH 450 Theatre Criticism (A) (RR), (WW). *One unit.* A writing seminar which entails attending live performances on campus and in New York City then writing reviews of these.

TH 461 Acting V: The Professional Actor (A) (WC) (WW). *One unit.* This course is designed to prepare the actor for the acting profession. Emphasis is placed on the business of acting including headshot and resumes, interviewing, how to prepare a repertory of songs and monologues, cold reading technique, callbacks and the like. Guest artists will include working actors, casting agents and other professionals. *Prerequisites: TH317 (Laboratory fee.)*

TH 462 Senior Showcase (A) (WC). *One unit.* Students prepare a polished performance for New York City. *(Laboratory fee.) Offered spring semester.*

TH 463 Advanced Lighting Design (A) (Q) (O) (CC). *One unit.* This course will focus on building skills as a lighting designer and assumes you have a working knowledge of that role, the process and the objectives of stage lighting. The skills to be emphasized are analysis, research, CAD drafting and visual, oral and written communication. Throughout this process the class will develop your design aesthetic through practical projects. *Prerequisite: TH 323 or permission of the instructor. Offered alternate fall semesters.*

TH 464 Advanced Scenic Design (A) (CC) (O) (RR) *One unit.* This course will focus on building skills as a scenic designer and assumes you have a working knowledge of that role, the process and the objectives of the theatrical scenic designer. The skills to be emphasized are analysis, research, CAD drafting and visual, oral and written communication. Throughout this process the class will develop your design aesthetic through practical projects. *Prerequisite: TH 321 or permission of the instructor. Offered alternate spring semesters.*

TH 582 Musical Theatre Practicum (A) *One unit*. A course providing intensive practical experience in the multiple facets of the stage production of musicals. *Division Chair of Performing and Visual Arts required.*

TH 585 Advanced Musical Theatre Practicum (A) *One unit.* A course for advanced students only, providing intensive practical experience in the multiple facets of the stage production of musicals. *Division Chair of Performing and Visual Arts permission required.*

TH 595 Advanced Theatre Practicum (A) *One unit.* Senior Learning Community for Design Technology and Management Concentration and Theatre Studies, providing senior students with intensive practical experience in multiple facets of stage production. *Offered spring semester.*

Program Curriculum Requirements

PHILOSOPHY & RELIGIOUS STUDIES

PHILOSOPHY AND RELIGIOUS STUDIES DEPARTMENT

The Philosophy and Religious Studies Department offers the following programs:

Please note that these programs are available only to students who matriculated prior to the fall 2025 academic year.

● Philosophy (B.A., minor)

● Dual Degree in Philosophy and Education (B.A., housed in Education Department)

● Religious Studies (minor)

MAJOR IN PHILOSOPHY (BA)

Philosophy asks questions about reality, knowledge, truth, mind, reasoning, language, politics, society, and conduct. The purpose of philosophy is to allow students to probe and to evaluate the answers to these basic human questions, both ancient and modern, through intellectual inquiry. Students also study an array of the characteristic methods, topics, and positions, used by philosophers, along with their social and cultural impacts. Faculty are committed to helping students develop not only a high level of critical thinking and reading skills but also foster the acquisition of logical, linguistic, analytical, and writing skills. The philosophy major thus promotes the habit of entertaining competing worldviews, of imagining foreign or different perspectives, of constructing and evaluating arguments, and preparing fora more reflective life. Philosophy majors learn skills and habits that prepare them for a wide range of graduate and professional fields.The major culminates in the Senior Learning Community (SLC) which comprises a philosophy seminar(PH 401 Seminar: Topics in Philosophy) and the reflective tutorial (PH 400 Reflective Tutorial). In the Seminar, students will examine some major themes, issues, or historical figure in traditional and/or contemporary philosophy. In the reflective tutorial (RFT), students will engage in independent research and writing: a senior thesis on some major issue in philosophy for presentation, while taking part in library research, acquiring a grasp of the complexities of the issue, and understanding the logic of the opposed positions.

REQUIREMENTS FOR A MAJOR IN PHILOSOPHY

A minimum of 10 units, which must include the following distribution:

Core Requirements – 5 units:

Group 1 (Ethics, Values, Society): PH 103 or 109.

Group 2 (History of Philosophy): PH 209 and 211.

Group 3 (Metaphysics, Epistemology, Mind, Logic): PH 200 and 205.

Elective Requirements – 3 units chosen from the following:

PH 109, 201, 202, 203, 204, 207, 210, 212, 213, 214, 215, 301, or 302.

Senior Learning Community – 2 units:

The Senior Learning Community includes two courses: (1) a capstone seminar course (PH 401) Seminar: Topics in Philosophy and (2) a writing course (PH 400) Reflective Tutorial, in which students write their senior thesis. The Reflective Tutorial is an intensive research and writing course that examines a major philosopher or issue from one of the three groups of philosophy—the groups as set forth in the description of the major (ethics, values, and society; history of philosophy; metaphysics, mind, and logic). The Seminar is an advanced course examining selected topics in the history of philosophy or in recent philosophy. These two intensive courses prepare students with the necessary research and writing skills for graduate study or professional careers.

Recommendation

It is recommended that students, who plan to attend graduate school in philosophy, study one of the following languages: French or German

DUAL MAJOR IN EDUCATION AND PHILOSOPHY (BA)

Housed in the Education Department, the dual major in Education and Philosophy is best for students interested in a career, teaching in primary or secondary schools. Students take a range of courses in Philosophy as well as all the required courses for receiving teacher certification, including the Senior Learning Community in Education, which includes a semester of student teaching. Students will have an adviser in both areas. For the Education component of the course, students should consult the Education Department section.

REQUIREMENTS FOR THE DUAL MAJOR OF

PHILOSOPHY AND CHILDHOOD/SPECIAL EDUCATION 1- 6 (BA)

A total of 10 units required with the following distribution:

Philosophy Courses:

Core Requirements – 5 units:

Group 1 (Ethics, Values, Society): PH 103 or 109.

Group 2 (History of Philosophy): PH 209 and 211.

Group 3 (Metaphysics, Epistemology, Mind, and Logic): PH 200 and 205.

Elective Requirements – 3 units chosen from the following:

PH 109, 201, 202, 203, 204, 207, 210, 212, 213, 214, 215, or 302.

Senior Learning Community – 2 units:

PH 400 and 401

MINOR IN PHILOSOPHY

REQUIREMENTS FOR A MINOR IN PHILOSOPHY

A minimum of 5 units, which must include the following distribution:

Core Requirements – 3 units:

One course from Group 1 (Ethics, Values, Society): PH 103, 109, 201, 202, or 204.

One course from Group 2 (History of Philosophy): PH 209, 210, 211, 213 or 214.

One course from Group 3 (Metaphysics, Epistemology, Mind, Logic): PH 101, 102, 205, 301, 302.

Elective requirements – 2 units:

Two additional PH 200 level or PH 300 level courses.

COURSE DESCRIPTIONS IN PHILOSOPHY

PH 101 Practical Reasoning. (H) (C) (R) (Q) *One Unit*. A course designed to improve one's ability to think clearly and critically by developing such skills as detecting and eliminating ambiguity and vagueness, determining validity of reasoning, formulating and confirming generalizations and hypotheses, and using analogies. *Offered as required.*

PH 102 Exploring Philosophy. (H) (C) (RR) (WC) *One Unit.* This course examines some major philosophical issues by leading classical and contemporary thinkers in the Western tradition. *Offered spring semester.*

PH 103 Contemporary Moral Problems. (H) (R) (WC) (U) *One unit.* An examination and discussion study of selected contemporary moral issues. Issues may include capital punishment, sexual morality, pornography and censorship, discrimination, etc. *Offered fall semester.*

PH104 Happiness and the Good Life (H) (RR) (WW) *One unit.* What does it mean to live a good life? What is central to meaning and purpose? What attitudes and habits of mind lead to a good life? Is living well synonymous with happiness? Can we learn to be happy? In this course, students explore answers to questions like these through ancient and contemporary text primarily in philosophy, but also including texts in psychology, religious studies and neuroscience .*Offered as needed.*

PH 105 The Idea of Love. (H) *One unit.* An interdisciplinary examination of various issues concerning human nature and happiness, in which the phenomenon of love occupies a central position. Several major theories of love will be examined to answer questions as to the nature of love, the cause of love,the value of love, etc. *Offered as required.*

PH 106. Hinduism and Buddhism. (H) (C) (R) (UU) One unit. An introduction to the major systems of religious thought and practice of the Orient with particular attention to those traditions which have attained popularity and significance in the West: Yoga, the Upanishads, the Bhagavad Gita, Zen, Taoism, etc. Certain distinctions between Eastern and Western religion and culture are suggested. *Cross-listed as RE 105. Offered fall and spring semesters.*

PH 109 Political Philosophy. (H) (C) (RR) (WC) *One unit.* This course examines and assesses various political theories concerning the relation between the individual and the state. Topics may include justice, power, human rights, natural law, equality, political obligation and consent, democracy and representation, civil disobedience, freedom and coercion, and utopias. *Offered fall semester.*

PH 200 Symbolic Logic. (H) (C) (R) (Q) *One unit*. This course examines the principles and techniques of sentential and predicate logic—such as the translation of ordinary language into symbols—and the methods for ascertaining the validity of arguments. Topics include: standard logical notation, truth tables, quantification theory, logic of relations, and deductive systems. *Offered as required.*

PH 201 Moral Philosophy. (H) *One unit.* A critical study of the nature of moral judgments, the criteria of moral decisions, and the problems of moral conduct, with attention given to major classical and contemporary moral theories. *Offered as required.*

PH 202 Medical Ethics. (H) (C) (RR) (WC) *One unit.* This course examines major ethical theories and some major moral issues, arising out of, or associated with, the practice of medicine. Issues include: abortion, euthanasia, in vitro fertilization, surrogacy, human experimentation, and the justice of the distribution of health

care, etc. The focus will be on acquiring a sophisticated grasp of the complexities of the problems, understanding the logic of the opposed positions, and coming to a critical appreciation of their weaknesses and strengths. *Offered spring semester.*

PH 203 Ethics and Society. (H) (WC) (RR) (UU) *One unit.* This course examines major topics and theories in social thought from both a traditional and contemporary philosophic perspective. Topics may include: democratic theory, social contract theory, and personal autonomy; equality, justice, and power; family, property, and gender. *Offered as required.*

PH 204 Philosophy and Feminism. (H) (WC) (RR) (UU) *One unit.* This course examines the characteristic trends (e.g., Existentialist, Liberal, Libertarian, Marxist, and Postmodern) positions and topics (e.g., knowledge, politics, ethics, sex, gender, identity; heterosexuality, alternative lifestyles, and family; sexism, misogyny, and equality) of feminist philosophers and their philosophical and cultura limpact. Authors may include: Anscombe, Benhabib, Butler, deBeauvoir, Cixous, Irigaray, Kristeva, Frase, Frye, MacKinnon, Nussbaum, and Paglia*. Offered as required.*

PH 205 Philosophy of Mind. (H) (C) (RR) (WC) *One unit.* This course examines various philosophical and psychological approaches to our mental life and their implication for philosophy and culture. Topics may include: the nature of the mental, the relation of mind and body, the reduction of mind to brain, whether a machine could think, and whether consciousness can be reconciled with a scientific view of the world. *Offered as required.*

PH 209 Ancient Philosophy. (H) (C) (RR) (WC) *One unit.* Examines the major figures and movements in Greek philosophical thought, especially Plato and Aristotle. Topics may include: power, justice, love, morality, immortality, law, the nature of reality, the nature of the soul, belief and knowledge, and the dialectical relation between authority and freedom. *Offered as required.*

PH 211 Modern Philosophy. (H) (C) (RR) (Q) *One unit.* This course examines the major figures and movements in philosophy in Europe from the seventeenth to the early nineteenth century. Philosophers studied include: Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, and Kant. *Offered as required.*

PH 212 Hegel, Marx and Nietzsche. (H) (C) (RR) (WC*) One unit.* This course examines the development of German philosophical thought from the late eighteenth century to the early twentieth century around the themes of idealism and materialism. Authors may include: Hegel, Fichte, Marx, and Nietzsche. *Offered as required.*

PH 213 Existentialism. (H) (C) (RR) (WC) *One unit.* This course examines the important texts and central ideas of the major existentialist thinkers, Heidegger and Sartre, as well as those of important precursors such as Kierkegaard and Nietzsche. Topics include the analysis of human reality (“the self”, intentionality, consciousness, etc.), the relation of the individual to society, the basis of moral belief and decision, freedom, authenticity, self-deception, anxiety, and the significance of death. *Offered as required.*

PH 214 American Philosophy. (H) (C) (RR) (WC) *One unit.* This course examines the characteristic methods, positions, and themes (e.g., free will, mind, the relation of mind and body, God, knowledge, belief, truth, morality) of the pragmatists and their philosophical, sociological, and cultural impact. Among the thinkers included are Peirce, James, Dewey, C. I. Lewis, E. Nagel, Russell, and Wittgenstein. *Offered as required.*

PH 215 Recent Continental Philosophy. (H) (C) (RR) (WC) *One unit.* This course examines some of the characteristic trends (phenomenology, existentialism, structuralism, poststructuralism) and themes of late twentieth century continental philosophy. Authors may include: Bergson, Derrida, Foucault, Habermas, Heidegger (later work), Lévinas, Merleau-Ponty, Sartre. *Offered as required.*

PH 291 Special Topics in Philosophy. (H) *One unit.* This is a course for discussion of one or more areas of current interest in philosophy not emphasized in regular courses offered by the department. Content varies with the interests of students and department faculty. *Offered periodically.*

PH 302 Philosophy and Psychoanalysis. (C) (WC) (RR) *One unit.* Psychoanalysis remains one of a very few perspectives on human reality which continues to exert a major theoretical and practical influence around the world. The course examines a variety of topics and controversies introduced by Freud, his followers, and his critics such as: the doctrine of unconscious mind; the object of desire(sexuality, aggression, love); the meaning of relationship; the extent of freedom; dreams and fantasy; narcissism; and madness, as well as issues pertaining to the nature of science and the foundations of psychology. *Cross-listed with PS 382. Offered as required.*

PH 400 Reflective Tutorial. (H) (O) (RR) (WW) *One unit.* This course is an advanced research and writing course that examines a major philosopher or issue from one of the three groups of philosophy—the group as set forth in the description of the major (ethics, values, and society; history of philosophy; metaphysics, epistemology, mind, and logic).As the culminating experience of the Reflective Tutorial, students will engage in self-directed library research—research consisting of a minimum of 100 hours—that either will result in a senior thesis or will engage in fieldwork in the community resulting in a written senior project. Senior projects and senior theses will be presented at the end of the spring semester. *Offered fall semester.*

PH 401 Seminar: Topics in Philosophy. (H) (O) (RR) (WW) *One unit.* This course examines selected topics in the history of philosophy or in recent philosophy. Topics may include: a single philosopher's analysis of several philosophic issues; a few philosophers' analyses of one or two closely related issues; or a twentieth century philosopher's reaction to a philosophic text, movement—or even to traditional philosophy itself. *Offered fall semester.*

PH 593 Independent Study. (H) *One unit.* This course is an opportunity for an advanced student in philosophy to engage in independent research, under professional supervision, on a problem, theme, or historical figure in philosophy. *Prerequisite: permission of advisor and Division Chair of Humanities.*

MINOR IN RELIGIOUS STUDIES

Religious Studies focuses upon the history of religion and the religious traditions that form the ethical and moral foundations of Western and non-Western societies. Religious Studies prepares students for church work and graduate studies toward careers in higher education and ministry.

REQUIREMENTS FOR A MINOR IN RELIGIOUS STUDIES

A minimum of 5 units.

COURSE DESCRIPTIONS IN RELIGIOUS STUDIES

RE 103 Judaism, Christianity, Islam. (H) (C) (R) (UU) *One unit.* This course is an introduction to the major religions of the Western world. The beliefs and practices of Judaism, Christianity, and Islam will receive primary attention. Particular attention will be paid to similarities and differences among these three faiths. *Offered as required.*

RE 105 Hinduism and Buddhism. (H) (C) (R) (UU) *One unit.* An introduction to the major systems of religious thought and practice of the Orient with particular attention to those traditions that have attained popularity and significance in the West: Yoga, the Upanishads, the Bhagavad Gita, Zen, Taoism, etc. Certain distinctions between Eastern and Western religion and culture are suggested. *Cross-listed as PH 106. Offered fall and spring semesters.*

RE 110 Introduction to Religion. (H) *One unit.* This course is an introduction to the study of religion as an academic discipline. The focus of the course is on religion as a dimension of human life. Its aim is to acquaint the student with the complex problems and issues that arise in the attempt to study and understand religious phenomena in their broadest human context. *Offered fall and spring semesters.*

RE 120 Introduction to the Bible. (H) *One unit.* An introduction to the literature, history, and religious thought of the Bible and its interpretation. Study focuses on the origins of Judaism and Christianity, their institutions, beliefs, and major personalities as contained in the Jewish/Christian bible. *Offered fall and spring semesters.*

RE 202 Ethics in a Religious Perspective. (H) *One unit.* A study of contemporary ways of applying the insights of biblical faith to the solution of pressing moral problems relating to sex and marriage, population, race, poverty, environment, government, and war. *Offered as required.*

RE 203 Spiritual Quest in Literature. (H) (C) (RR) (U) *One unit.* This course examines some major pieces of literature that draw heavily upon religious themes and concepts for their content. How, for example, do fictional works deal with the issues of guilt, punishment, faith, and the quest for salvation? What is salvation? How, also, are God and Christ conceived in contemporary fiction? *Cross-listed with EN 203. Offered fall and spring semesters.*

RE 204 Death and Beyond. (H) (C) (R) (UU) *One unit. T*his course is a cross-cultural study of beliefs and practices regarding death and the afterlife. Among the issues considered will be preparation for life beyond the grave, funeral rituals and rites of mourning, the judgment of the dead, the journey of the soul to a new life, immortality of the soul, and reincarnation. The course will also consider death as a literary motif and as a cultural symbol. *No prerequisites. Offered spring semester.*

RE 209 Is Religion 'Man-made'? (H) (C) (R) (UU) *One unit.* Are religious "truths" divinely given or are they created by humans under the impact of cultural considerations? We will unravel this issue by approaching the question from various perspectives. We will consider, for example, the psychological approach of Freud as well as the anthropological approach of Malinowski. We will also consider the manner in which Biblical scenarios are conditioned—if not determined—by historical and cultural circumstances. Also considered will be the psychology of Jung and his contention that religious symbols are the inevitable products of a "collective unconscious". We will conclude the course with Dante's text, The Divine Comedy, Hermann Hesse's novel, Demian, and a detailed investigation of the movie, The Matrix, demonstrating in each case how religious symbolism is self-consciously employed—even manipulated—in the arts. The creative use of symbolism will be illustrated through an examination of various novels and movies. *Cross-listed with PS 209. No prerequisites. Offered as required.*

RE 220 Forbidden Knowledge: The Power of Myth in Genesis. (H) *One unit.* This course is an intensive reading and discussion of the meanings of the Book of Genesis. The mythic themes and literary motifs of its magnificent but often infuriating stories are examined: e.g., the moral ambiguity and imperfection of Genesis' human heroes, the desire of the first man and woman for knowledge despite the consequences, the relationship between creation and why we die, the idea of original sin, the ultimate reason for human suffering, and the paradox of a God who is both blessed and flawed. In addition, this course attempts to uncover the narrator's perspective not only of Israel's patriarchs but also of the paradigmatic role that its matriarchs play in the sensitive treatment of the fragile nature of God's promise. *Offered spring semester.*

RE 221 The Bible as Literature. (H) *One unit.* The purpose of this course is to explore the rich variety of literary forms found in the Bible; e.g., parables, allegories, prophetic oracles, gospels, epistles, and apocalypse. *Offered spring semester of even numbered years.*

RE 222 Jesus and the Gospels. (H) One unit. An introduction to the first century figure, Jesus of Nazareth, and the New Testament books known as the Gospels. This course proceeds through three stages of inquiry: (1) an introduction to the diverse religions and culture of the first century Mediterranean world, (2) the critical interpretation of the Gospels in the life of the early church, and (3)the reconstruction of the portrait of Jesus. *Offered fall semester.*

RE 223 Paul and the Early Church. (H) *One unit.* An introduction to the New Testament writings that are most helpful in illuminating the origin and development of the early Christian church. The course focuses on the discovery of the earliest church in the Book of Acts, Paul as the first Christian theologian and molder of Christian thought, and the expansion of the church as depicted in the Pastoral letters, Catholic letters, and the writings of John. *Offered as required.*

RE 224 Mary Magdalene and Judas: Prostitute and Betrayer, or Chief Apostle and the One Who Saves Jesus? (H) *One unit.* This course will examine the roles of Mary Magdalene and Judas in the New Testament Gospels as well as in the second-century Gospels of Mary Magdalene & Judas and also in the other so-called Gnostic gospels that were not canonized. The course will also focus on gender-related issues regarding these two figures. Students will participate with oral reports, papers and a research paper. *Offered biannually fall semesters.*

RE 291 Special Topics in Religious Studies. (H) *One unit.* Discussion of one or more areas of current research in religious studies not covered in other courses offered by the department. Content varies with interests of students and department faculty and is specified in an announcement when the course is offered. *Offered periodically.*

RE 322 Quest for the Historical Jesus. (H) The purpose of this course is to acquaint students with the primary sources for the historical Jesus and some representative literature of the "lives of Jesus." *Offered spring semester of odd-numbered years.*

RE 593 Independent Study. (H) *One unit*. A program offered to undergraduate students with special needs and showing strong capacity to do independent work. *Consent of the Division Chair of Humanities is required.*

PHYSICAL SCIENCE

PHYSICAL SCIENCES DEPARTMENT

The Physical Sciences Department offers the following programs:

Please note that these programs are available only to students who matriculated prior to the fall 2025 academic year.

● Chemistry (B.S., concentration in biochemistry and environmental, minor in Math,

minor)

● Physics (B.S., Pre-engineering option, with minor in Math, minor)

The department of Physical Sciences is the home for chemistry, physics, and astronomy at Wagner College. The department offers multiple majors and minors including chemistry, chemistry with a concentration in biochemistry, chemistry with concentration in environmental chemistry, and physics. The department also offers a pre-engineering track housed in the physics discipline for those who wish to pursue a career as an engineer. The ultimate goal of the department is to prepare students for either graduate school (either in a science or in a health career) or employment upon graduation. The department has a strong commitment to undergraduate research, and all faculty are actively involved in supervising student research in order to help prepare the student for future success.

ASTRONOMY COURSE DESCRIPTIONS

A lecture may be taken without registration for the laboratory. However, a laboratory section must be taken concurrently with the lecture.

AS 105 Astronomy: The Solar System. (M) (R) *One unit*. A nonmathematical survey of astronomy is presented. Topics discussed are the solar system, including the planets, their moons, comets, meteors, asteroids, the formation of the solar system, and the evaluation of the sun; Kepler's and Newton's Laws; telescopes; and spacecraft. *Offered fall and spring semesters.*

AS 108 Astronomy: Stars and Galaxies. (M) *One unit.* Stellar distances and groupings, various types of stars, stellar evolution, galactic structure, and evolution of the cosmos. *Offered spring semester.*

The following courses have been offered by the Department and may be offered again in the future.

Please consult the Department for further information.

AS 512 Planetarium Methodology.

AS 513 Planetarium Technology.

CHEMISTRY (B.S.)

Chemistry majors are offered a comprehensive background in organic, inorganic, physical, analytical, and biochemistry as well as advanced work in mathematics and physics. Chemistry students are encouraged to engage in independent research projects that often become presentations or published papers. The chemistry

program is approved by the American Chemical Society. Majors may continue their education in medical, other professional schools, or graduate school. They may also pursue industrial careers in a wide variety of fields, such as pharmaceuticals, forensic science, materials chemistry, biochemistry, and analytical chemistry. The senior learning community in chemistry includes (1) a capstone course (CH491 or higher), (2) a Division Chair of the Sciences approved non-credit research project, internship or completion of CH400E after the junior year, and (3) the reflective tutorial (CH 400) in which students produce their senior thesis. The Senior Learning Community provides a greater depth of content knowledge in conjunction with hands-on research experience, allowing students to further develop the technical skills and problem-solving abilities needed in their graduate and professional endeavors. The Chemistry program offers environmental chemistry and biochemistry concentrations in addition to the ACS certified degree.

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

A minimum of 15 units with the following distribution:

Core requirements—9 units of Chemistry as follows:

CH 111, 112, 211, 212, 214, 313, 314, 400, 511.

Elective requirements—2 units of Chemistry chosen from the following:

CH 491, 492, 510, 514, 517, 518, 520, 591.

Senior Learning Community

The senior learning community in chemistry includes (1) a capstone course (CH491 or higher), (2) a Division Chair of the Sciences approved non-credit research project, internship or completion of CH400E after the junior year, and (3) the reflective tutorial (CH 400) in which students produce their senior thesis.

Cognate courses—4 units of Mathematics and Physics:

MA 121, 122; PY 131, 132 or PY 141, 142.

CHEMISTRY, CONCENTRATION IN BIOCHEMISTRY (B.S.)

REQUIREMENTS FOR A MAJOR IN CHEMISTRY, CONCENTRATION IN

BIOCHEMISTRY (B.S.)

A minimum of 15 units with the following distribution as follows:

Core requirements—10 units of Chemistry as follows:

CH 111, 112, 211, 212, 214, 313, 314, 400, 517, 518.

Elective requirements—1 unit of Chemistry chosen from the following:

CH 491, 492, 510, 511, 520, 514, 591. The department strongly recommends CH 511 as the elective

course for students interested in graduate school or bachelor’s level employment.

Senior Learning Community

The senior learning community in chemistry includes (1) a capstone course (CH491 or higher), (2) a Division Chair of the Sciences approved non-credit research project, internship or completion of CH400E after the junior year, and (3) the reflective tutorial (CH 400) in which students produce their senior thesis.

Cognate courses—4 units of Mathematics and Physics

MA 121, 122; PY 131, 132 or PY 141, 142

Major 3 Chemistry with Concentration in Environmental Chemistry (B.S.)

REQUIREMENTS FOR A MAJOR IN CHEMISTRY, CONCENTRATION IN

ENVIRONMENTAL CHEMISTRY

A minimum of 17 units with the following distribution as follows:

Core requirements—9 units of Chemistry as follows:

CH 111, 112, 211, 212, 214, 313, 314, 400, 511.

Elective requirements—2 units of Chemistry chosen from the following:

CH 517 or 540 or 591; 491 or 492. Research (CH491/492) must be conducted in environmental

chemistry.

Senior Learning Community

The senior learning community in chemistry includes (1) a capstone course (CH491 or higher), (2) a Division Chair/Dean approved non-credit research project, internship or completion of CH 400E after the junior year, and (3) the reflective tutorial (CH 400) in which students produce their senior thesis.

Cognate courses—6 units of Mathematics, Physics and Biology

MA 121, 122; PY 131, 132 or PY 141, 142; BI 213, BI215

CHEMISTRY, WITH MINOR IN MATHEMATICS (B.S.)

REQUIREMENTS FOR A MAJOR IN CHEMISTRY WITH A MINOR IN

MATHEMATICS (B.S.)

15 or 17 units required for the chemistry major and any three additional courses in mathematics numbered 200 or higher.

Minor 1: Chemistry

The minor includes four required core courses (CH111, 112, 211, 212), and any 2 Chemistry courses beyond CH212. Students are advised to consult with their advisor to pick courses that support their future plans.

REQUIREMENTS FOR A MINOR IN CHEMISTRY

A minimum of 6 units including courses chosen from:

CH 111, 112, 211, 212 and any 2 Chemistry courses beyond CH 212.

Courses used to calculate major index: all chemistry courses numbered 111 or higher.

For two-semester courses, the first semester is a prerequisite for the second semester.

Chemistry Course Descriptions

CH 101 Chemistry in the Environment and Society. (M) *One unit.* The fundamental principles of chemistry are studied within the context of their applications to the environment, and other issues of society. The course is intended for students who are not majoring in a science, and may not be used as a prerequisite to major courses in the department. *The course is not open to students who have credit for CH 111. Offered fall semester.*

CH 111, 112 General Chemistry I, II. (M) (Q) *One unit each.* Three hours of lecture and three hours of laboratory weekly in each course. A study of the basic theories and laws of chemistry and of the properties of the more common elements. These courses are intended for students majoring in one of the natural sciences. P*rerequisite: CH 111 (for CH 112). CH 111 offered fall semester, 112 offered springsemester.*

*__CH 111L, 112L General Chemistry I, II Laboratory.__ *Zero Units*

CH 211, 212 Organic Chemistry I, II. (M) (WC) *One unit each.* Three hours of lecture and three hours of laboratory weekly in each course. A presentation of the fundamental principles of organic chemistry in which the mechanisms of organic reactions are stressed. The nomenclature, structure, synthesis, reactions, and properties of the principal classes of organic compounds are described. The fundamental principles of qualitative organic analysis are presented. *Prerequisites: CH 111, 112, 211(for CH 212). CH 211 offered fall semester, 212 offered spring semester.*

*__CH 211L, 212L Organic Chemistry I, II Laboratory.__ *Zero Units*

CH 214 Quantitative Analysis. (M) (Q) (T) *One unit.* Two hours of lecture and six hours of laboratory weekly. Basic principles of volumetric and gravimetric analysis. Introduction to potentiometry and voltammetry, spectroscopy, and solvent extraction. *Prerequisites: CH 111, 112. Offered spring semester.*

*__CH 215 Food Science (WC) (L)__ *One unit.* This course will investigate the major food molecules and their role in various chemical processes that occur during food preparation and cooking. Oxidation, fermentation, leavening, and other chemical transformations will be explored, along with the advantages and disadvantages of different cooking methods. Additional topics include flavors and aromatics, sweeteners, colloids and emulsions. *Offered spring semester.*

CH 221 Introduction to Scientific Computing. (M) (O) (Q) (TT) *One unit.* Three hours of lecture weekly. This course provides students an enjoyable, yet rigorous introduction to applications of computing across the sciences. The course trains students to adopt a computational thinking mindset and to learn data analysis and data visualization skills using the Mathematica symbolic computation platform. Students will also learn molecular drawing, editing and visualization using software that is routinely used in research laboratories. *Prerequisites: CH 111 or PY 131 or PY 141 or BI 213. Offered spring semester.*

CH 313, 314 Physical Chemistry I, II. (M) (Q) (T) (WC) *One unit each.* Three hours of lecture and three hours of laboratory weekly in each course. The general principles governing the behavior of matter are investigated. Topics include the laws of thermodynamics, engines and refrigeration, gases, phase diagrams, chemical equilibrium, electrochemistry, fuel cells and batteries, kinetics, bonding theories, atomic structure and quantum mechanics, spectroscopy, and selected topics in solid state chemistry. The laboratory reflects the topics covered in class and includes techniques for calorimetry, optical microscopy, conductance, kinetics, spectroscopy, and dilatometry. *Prerequisites: CH 211, 212, 214, 313(for CH 314); PY 131, 132 or 141, 142; MA 122. CH 313 offered fall semester, 314 offered springsemester.*

*__CH 313L, 314L Physical Chemistry I, II Laboratory.__ *Zero Units*

CH 400 Reflective Tutorial. (M) (LL) (WW) (O) *One unit.* Presentation and discussion of current research topics in various areas of chemistry by staff, students, and visitors. *Offered spring semester.*

CH 400E Teaching and Research Experience for Seniors. (M) *Zero units.* This course, open only to senior chemistry majors, is one of the experiential options available to students completing their senior learning community. Experiences are a combination of acting as lab assistant for a laboratory course and a research project leading to significant pedagogical contributions to the course, culminating in a written laboratory procedure, report, and possible publication. The student will work with a faculty mentor. At least 100 experiential hours are required for successful completion of the course. Offered fall and spring semesters. *Prerequisite: approval of faculty mentor and a minimum grade of B in the course and lab under study. Cross-listed with PY 400E.*

CH 490 Chemistry Research for Elementary School Teachers. (M) *One unit.* Supervised research experience open only to dual majors in Childhood Education and Natural Science. Recommended for students in their junior or senior year. Four hours per week researching, designing, and possibly testing pedagogical tools that enhance teaching and learning of chemical concepts required to be taught in elementary school by the New York State Department of Education. *Prerequisite: CH 112. Offered as needed.*

CH 491, 492 Research. (M) (C) (R) (WC) *One unit each.* This course is open to senior chemistry majors. The student will be assigned an original problem to work on throughout the two semesters and will submit a paper on the work. This work, which includes the use of chemical literature, will be performed under the supervision of one of the faculty members acting as senior RFT advisor. *491offered fall semester, 492 offered spring semester.*

*__CH 510 Advanced Inorganic Chemistry and Synthesis. (M) (C) (Q) (WC)__ *One unit*. Three hours of lecture and three hours of laboratory weekly. A course in modern inorganic chemistry including theories of chemical bonding, coordination chemistry, organometallic chemistry, inorganic synthesis, and selected special topics*. Prerequisite: CH 212. Offered spring semester of odd-numbered years.*

*__CH 511 Instrumental Analysis. (M) (Q) (L) (T)__ *One unit*. Three hours of lecture and six hours of laboratory weekly. Lecture and laboratory experiments include atomic and molecular spectroscopy, electroanalytical techniques of voltammetry, coulometry, ion-specific electrodes, and separation techniques of gas and liquid chromatography. *Prerequisite: CH 214. Offered fall semester.*

*__CH514 Nuclear and Radiochemistry. One unit.__ The course covers fundamental aspects of Nuclear Chemistry and Radiochemistry, types of radioactive decays, mass-energy relationship in various radioactive decay processes, binding energy of nuclides, nuclear stability. In addition, the course covers factors affecting nuclear

reaction, nuclear cross section, nuclear fission, fusion, rates of nuclear decay processes, interaction of radiation with matter and basic principles of radiation detection and radiochemistry instrumentation. Part of the course covers application of nuclear techniques in analysis of materials, such as neutron activation analysis, isotope dilution analysis, radiotracer methods, chemical application of radioactivity. Some aspects of nuclear dating methods and nucleosynthesis are also covered in the course.

CH 517, 518 Biochemistry I, II. (M) *One unit each.* Three hours of lecture and three hours of laboratory weekly. An intensive course in the principles of biochemistry including the structure, biosynthesis, and metabolism of bio-macromolecules and their subunits. The laboratory will present the instrumentation and methodology currently used in biochemical analysis and research. *Prerequisites: Organic Chemistry; CH 517 (for 518). CH 517 offered fall semester; 518 offered spring semester.*

CH 517L, 518L Bio Chemistry I, II Laboratory. *Zero Units*

CH 520 Medicinal Chemistry. (M) (L) (O) (R) *One unit.* Three hours of lecture weekly. A course in modern medicinal chemistry examining drug interaction with receptors, drug design and discovery, pharmacokinetics, pharmacodynamics, and formulation issues. The course will incorporate recent publications within the field to illustrate topics covered during the lecture. *Prerequisite: CH 212.Offered spring semester of even-numbered years.*

CH 540 Environmental Pollution and Health. (M) (UU) (WC) *One unit.* One unit with an optional laboratory. The course is offered under the Expanding Your Horizons program in spring semester with an experiential learning at overseas during the preceding winter break. A course addressing water and air pollution in developing countries with special focus to the emerging groundwater arsenic contamination in a number of countries. Faculty-led field visits to arsenic affected areas in Bangladesh or India are arranged as part of the course work. Course covers environmental sampling and analysis, household energy, indoor air pollution in rural households and its impact on child and mother health in developing nations. Prerequisites: permission of instructor; open to science and non-science majors*. Offered springsemester. (Course fee to cover overseas trip is required)*

CH 591 Special Topics. (M) (TT) (other designations dependent on topic) *One unit.* A course of varying content dealing with topics selected because of special interest in them and/or because they are not being covered in other courses. *(Course fee, when applicable.) Offered as required: consult Division Chair of the Sciences.*

CH 593 Independent Study. New: (M) *One unit.* Supervised independent research projects developed by the student, with faculty advisement. Restricted to advanced majors. *Offered fall and spring semesters*

DEACTIVATED COURSES

The following courses have been offered by the Department and may be offered again in the future. Please consult the Department for further information.CH103 Color ScienceCH512 Environmental Analysis

PHYSICS (B.S.)

Physics majors receive a broad but rigorous education in basic scientific principles that govern the behavior of matter and energy in nature. The program provides both theoretical and hands-on experience in classical and modern physics. Courses in chemistry, mathematics, computer science, and the liberal arts round out the curriculum. Students are encouraged to engage in research projects tailored to their interests and to pursue

summer internships. Most graduates pursue graduate study or enter highly competitive positions in industry and education. A pre-engineering option and a coupled major in physics with a mathematics minor provide students with ways to further tailor their studies. The Senior Learning Community includes (1) a capstone course (either PY411: Electricity and Magnetism or PY511: Quantum Mechanics), (2) a non-credit research project, internship or completion of PY400E after the junior year, (3) and the reflective tutorial (PY543) in which students produce their senior thesis. It provides students with a summative experience that prepares them to tackle the open-ended research and real-world problems that will be encountered in their professional careers.

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

A minimum of 16 units with the following distribution:

Core requirements—7 units of Physics

PY 141, 142, 211, 212, 222, 411, 511.

Elective requirements—2 units of Physics chosen from the following:

PY 221, PY233, 251, 291, 311, 312, 361, 412, 512, 531, 541, 542, 591.

Senior Learning Community - 1 unit

The senior learning community in physics consists of PY 411 or PY 511, coupled with a non-credit research project, internship or completion of Physics 400E after the junior year, and a reflective tutorial which includes a public presentation and a senior thesis (PY 543).

Cognate requirements—4 units of Mathematics

MA 121, 122, 223, 233.

Cognate electives—2 units

Chosen from chemistry, mathematics, or computer science. The courses must be chosen from CH 111 or higher, MA 230 or higher, or CS 130 or higher. It is recommended that students who plan to go to graduate school in physics take PY311, 361, at least one other physics elective; and MA 232.

REQUIREMENTS FOR THE PRE-ENGINEERING OPTION

A minimum of 12 units.

Core requirements—12 units

CH 111, 112; CS 130; PH 141, 142, 211, 221, 222; MA 121, 122, 223, 233.

Physics with a minor in mathematics (B.S.)

REQUIREMENTS FOR A MAJOR IN PHYSICS WITH A MINOR IN MATHEMATICS

16 units required for the physics major and any two additional courses in mathematics numbered 200 or higher.

Physics minor

Physics minors receive a strong grounding in essential concepts and applications that bolster their quantitative and problem-solving skills. It complements many majors and broadens professional opportunities. Requirements are three required core courses (PY141, PY142, and PY211) and any three electives.

REQUIREMENTS FOR A MINOR IN PHYSICS

A minimum of 6 units with the following distribution:

Core requirements—3 units of Physics

PY 141, 142, 211.

Elective requirements—3 units of Physics

Any Physics course beyond PY 211.

Program Curriculum Requirements

PHYSICIAN ASSISTANT

Physician Assistant Program Physician Assistant (B.S. /M.S.) BS/MS Program in Advanced PA Studies

Mission

To prepare professional, academically sound, clinically competent, compassionate clinicians committed to providing quality patient-centered care to all individuals.

Program Overview

The Wagner College PA Program is accredited by the New York State Department of Education and the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The Accreditation Review Commission on the Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Wagner College PA Program sponsored by Wagner College. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2029. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. The program's accreditation history can be viewed on the ARC-PA website.

The Wagner College PA Program is committed to preparing future professionals possessing sound academic knowledge and proficiency in clinical skills, requisite for providing and promoting quality patient-centered care to all individuals. The program is dedicated to the advancement of PA education, promotes service to the community, and emphasizes the acquisition of the medical knowledge, clinical skills required of the PA functioning in a dynamic healthcare environment.

The three-year BS/MS Program in PA Studies is a comprehensive program of didactic (academic), clinical and research (graduate) work that reflects upon the academic, clinical, and professional skills required of the PA. Students completing the prescribed three-year program in PA studies receive their BS and MS degrees and are eligible to take the national certifying examination leading to the title of Certified Physician Assistant (PA-C).The Didactic Phase (Year I) includes classroom and laboratory instruction in the Medical Sciences (such as Clinical Anatomy, Medical Physiology, Pathophysiology & Human Genetics, and Pharmacotherapeutics); Clinical Preparatory Sciences (such as Clinical and Technical Skills); Clinical Medicine; and Professional Practice. Clinical exposure begins in the Didactic Phase of the program by providing early clinical exposure and experiences in a variety of clinical settings. That clinical exposure extends into the Clinical Phase (Year II) with the introduction of supervised clinical practice experiences and further developed in the Advanced Clinical Phase (Year III) with elective clerkships. The structured Clinical Phase takes place at affiliated clinical institutions – inpatient hospital settings, outpatient clinics and practices, operating rooms, emergency departments, and other in-state and out-of-state sites. The Clinical Phase provides students with full-time, direct patient care in various settings (outpatient, inpatient, operating room and emergency settings). The clinical experiences are intensive, supervised, hands-on learning experiences in various medical and surgical disciplines. These supervised clinical rotations in various disciplines (such as emergency medicine, internal medicine; pediatrics; surgery; primary care/family medicine, psychiatry/behavioral medicine, and women's health) emphasize the provision of diagnostic, therapeutic, and health maintenance services. Advanced level courses are introduced in the second year of the program and extend into the third year to fulfill the requirements for the Master of Science degree. These courses provide the PA student with the knowledge and skills required for professional and career development. In keeping with the philosophy of PA education, the Advanced Clinical Phase (Year III) consists of didactic coursework complemented with clinical experiences including elective clerkships. Clerkship experiences are available in elective clinical areas of unique interest to each student. Examples include community medicine, family medicine, medical subspecialties (cardiology, dermatology, electrophysiology, gastroenterology, hematology-oncology, infectious disease, neurology and pain management); surgical subspecialties (burn unit, cardiothoracic surgery, ENT surgery, neurosurgery, orthopedics, plastic surgery, surgical intensive care, trauma and urology); and women's health.

The requirements for the Master of Science include the development of a research thesis project. The proposal for the thesis must be approved by the department and either the hospital IRB (Institutional Review Board) or college HERB (Human Experimental Review Board)prior to its implementation. The research work is disseminated at public forums and defended at the Annual Research Forum & Thesis Defense. Upon completion of the PA Program, students are awarded a Bachelor of Science and a Master of Science in Advanced PA Studies from Wagner College, a PA Certificate of Completion by the Wagner College PA Program. National certification for clinical practice is granted by passing the PANCE (Physician Assistant National Certifying Exam). Licensure is under the supervision of each state.

Goals of the PA Program

The goals of the Wagner College PA Program are to prepare the PA to become a health care provider of quality patient centered care:

Goal I: Create a 'student-centered' active learning environment of diverse learners with a shared commitment to quality care.

Goal II: Integrate the tenets of medical knowledge, clinical skills, professional practice, and clinical reasoning into a comprehensive curriculum that prepares future competent professionals.

Goal III: Guide students through a sequential 'building block' curriculum that facilitates the achievement of competencies requisite for future clinical practice.

Goal IV: Provide clinical experiences in a spectrum of clinical settings and specialties, with diverse patients across the lifespan, requiring varying aspects of clinical care.

Goal V: Promote service and health advocacy through immersive local and global clinical opportunities.

Goal VI: Mentor the development of professionally relevant medical research leading to the dissemination of findings at public forums and at a thesis defense.

Goal VII: Cultivate a commitment to service and lifelong learning.

Program Admission

The three-year BS/MS Program in PA Studies is designed to accommodate 40 students per cohort. Students are interviewed in depth by representatives of the PA Program Admissions Committee as part of the admissions process to the college and are approved to enter the College as PA majors and begin the pre-PA curriculum. Second Degree candidates seeking direct admission to the PA Program are invited to interview prior to the beginning of the PA Program. For all applicants, previous health care experience is not required but strengthens the application. Students entering as PA majors must maintain specific academic standards for enrollment in the PA Program. These include a minimum GPA of 3.0 per semester, a minimum cumulative GPA of 3.2, and a minimum cumulative science GPA of 3.0 (with a grade of C+ or higher per course) to enter the PA Program. After completion of the two-year prerequisite coursework at Wagner College, students interview for continuation into the PA Program. Those who have completed the required prerequisite education and maintained a cumulative index of 3.2 or higher, a semester GPA of 3.0 or higher, and a cumulative science index of 3.0 or higher (with a grade of C+ or higher per course) will be interviewed for continuation into the three-year Wagner College PA Program. In addition, students must participate in a minimum of 100 hours of healthcare/community service activities (or a minimum of 25 hours per semester). No separate application form is needed at this phase. Students confirmed for admission to the PA Program must complete all prerequisite requirements and maintain the above indices to commence the PA Program. Incoming transfer/second degree students must meet the same educational requirements and academic standards prior to admission.

Prerequisites for the BS/MS PA Program

Educational Requirements/Prerequisite Coursework:

- Human Anatomy and Physiology I or Anatomy
- Human Anatomy and Physiology II or Physiology
- General Chemistry I
- General Chemistry II
- Organic Chemistry I

- Medical Ethics
- Biostatistics & Experimental Design or Statistics

Select two of the following:

- General Pathology
- Genetics
- Microbiology

Academic Standards/GPA Requirements:

- Cumulative GPA of 3.2 or higher
- Science GPA of 3.0 or higher
- Semester GPA of 3.0 or higher
- Grade of C+ or above on prerequisite courses

Healthcare Experience/Community Outreach:

- Health care experience, either volunteer or work, is recommended but not required
- Minimum of 100 hours of healthcare/community service activities

PROFESSIONAL YEAR 1:

- PA 411E/411 Medical Science I
- PA 412 Medical Science II
- PA 413: Population Health & Healthcare Systems
- PA 416 Clinical Prep Science I
- PA 418 PA Professional Practice
- PA 421 Emergency and Surgical Medicine
- PA 422 Clinical Medicine
- PA 423 Maternal and Child Health
- PA 424 Medical Science III

PROFESSIONAL YEAR 2:

Required

- PA 514E/514 Advanced Health Assessment

- PA 436 Clinical Practice in Pediatrics, General Practice
- PA 441 Clinical Practice in Women's Health
- PA 442 Clinical Practice in Psychiatry/Behavioral Medicine
- PA 451 Clinical Practice in Internal Medicine
- PA 452 Clinical Practice in Primary Care & Family Medicine
- PA 454 Clinical Practice in Surgery, General Practice
- PA 503 Leadership Development & Professionalism
- PA 504 Medical Literature Review & Analysis

Electives:

- PA 462 Clinical Practice in Primary Care & Community Health
- PA 463 Clinical Practice in Primary Care & Adolescent Medicine
- PA 501 Art and Practice of Health Education
- PA 542 Simulated Interactive Medicine
- PA 593 Independent Study

PROFESSIONAL YEAR 3:

Required

- PA 532B Clinical Practice in Advanced Medicine
- PA 535B Clinical Practice in Emergency Medicine, Urgent Care
- PA 536B Clinical Practice in Emergency Medicine, Main ED
- PA 544B Clinical Practice in Surgery, Advanced Practice
- PA 613 Critical Thinking in Medicine I
- PA 614 Critical Thinking in Medicine II

Electives:

- PA 501 Art and Practice of Health Education
- PA 502 The Challenges of Medical Ethics
- PA 534B Clinical Practice in Medicine & Long Term Care
- PA 542 Simulated Interactive Medicine

- PA 631B Clerkship – Developing Community Health
- PA 644B Clerkship – Advanced Procedures and Skills
- PA 693 Independent Study

Research:

- PA 791 Research Design
- PA 798 Thesis

Course Descriptions

PA150 PA Foundation Overview. 1 unit. This course is intended for those PA students struggling with the current curriculum that wish to maintain their matriculation in the PA program. It will provide remediation work to help them with curriculum challenges.

PA 411E Medical Sciences I. Zero units. The purpose of this unit is to integrate the principles of clinical anatomy and medical physiology into the study of medicine. Instruction is provided regarding human anatomical structures and their intercommunication and relevance to the various systems. Physiologic principles, concepts, and formulas are related to the changes of disease processes. The course outlines are reflective of the systems of the human body, and the content serves as the foundation for an understanding of the effects of disease and disease prevention.

PA 411 Medical Sciences I. One unit. This unit is identical to that described for 411E but counts as one undergraduate unit towards the BS/MS degrees.

PA 412 Medical Sciences II. One unit. This unit provides an in-depth understanding of disease states through the integration of principles of pathophysiology, human genetics, and pharmacotherapeutics. These principles are presented with an emphasis on developing an understanding of the processes of disease development and their therapeutic managements. Case studies are incorporated to emphasize the clinical relevance of the medical sciences. Pathologic findings are emphasized for their clinical relevance. Discussions focus on characteristic or pathognomonic findings as well as findings that direct work-up, therapy, or follow-up.

PA 413 Population Health & Healthcare Systems. One unit. This unit introduces students to the concepts of population health, healthcare delivery systems, and role of healthcare professionals in providing quality care. Discussions focus on frequently encountered diagnoses, and their management. Students learn to analyze and advocate for policies that improve health delivery in diverse populations, promote health equity, and integrate principles of population health, public health, diversity, and inclusion, emphasizing their importance for clinical practice.

PA 416 Clinical Prep Science I. One unit. (O) (T) The purpose of this unit is to promote the skills of clinical assessment and diagnosis. The knowledge gained in the medical sciences is utilized to promote the assessment of clinical scenarios. The student develops interview skills, examination techniques, and integrates knowledge of various disciplines to construct differential diagnoses. The student learns appropriate clinical work-up; learning when to order tests, to interpret radiologic and other test results and to correlate findings to clinical management.

PA 417 Primary Care and Pharmacotherapeutics I. One unit. The purpose of this unit is to serve as an introduction to clinical medicine, focusing on the commonly encountered problems in primary care and family medicine. The student reviews disease processes from a clinical perspective and learns to approach the evaluation of the patient in a comprehensive manner. Through lectures and discussions, the student formulates a knowledge base of signs and symptoms, etiologies, and management options. Drug therapies are reviewed by classes and in relation to their applicability to systems. Information is provided regarding indications, mechanisms of action, contraindications, and adverse effects. The knowledge gained is enhanced through case studies and is integrated into the practice of primary care medicine.

PA 418 PA Professional Practice. One unit. (UU) (O) The purpose of this unit is to integrate the principles of professionalism, human behavior, cultural diversity, and ethics into the clinical practice of the physician assistant. The general overview of the role of the PA and the introduction to the history of the profession lead to discussions into issues such as new healthcare initiatives, documentation, quality improvement, billing and coding. The student also learns to integrate the concepts of health promotion and preventive measures mindful of cultural diversity into professional practice.

PA 421 Emergency and Surgical Medicine. One unit. The purpose of this unit is to provide students with instruction regarding recognition and management of the surgical patient, and rapid and efficient management of the trauma or emergent patient. Review of surgical cases includes the breakdown of disease states by presentation, history, physical examination, work-up, intervention, surgical, and pre/postsurgical management. Students learn to design personal methods of rapid assessment and management for the critical patient in the emergency department and surgical setting. Pre-reqs. PA411, PA412, PA416, PA417.

PA 422 Clinical Medicine. One unit. (T) The purpose of this unit is to provide the PA with a broad-based fund of knowledge of general medicine. The unit encompasses an overview of internal medicine and its various subtopics with the course outlines reflective of a systems approach. Its intent is to enable the student to transition from the acquisition of didactic scientific knowledge to its incorporation into the clinical setting. Pre-reqs. PA411, PA412, PA416, PA417.

PA 423 Maternal and Child Health. One unit. This unit familiarizes the student with conditions specific to maternal and child medicine. Lectures and case studies are provided on the diagnostic, therapeutic, and counseling techniques aimed at managing the sensitive issues in both the obstetrical and gynecological patients and familiarizing students with conditions specific to pediatric patients. Students recognize the need to counsel both parent and child, and to integrate special techniques, including monitoring confidentiality and anticipatory guidance. Pre-reqs. PA411, PA412, PA416, PA417.

PA 424 Medical Science III. One unit. The purpose of this unit is to focus on the pathophysiology of commonly encountered problems in clinical medicine to better understand the process from the prevention of its risk factors to management of the conditions. The PA student reviews disease processes from a clinical perspective and learns to approach the evaluation of the patient in a comprehensive manner. Through lectures and discussions, the student formulates a knowledge base of signs and symptoms, etiologies and management options. Drug therapies are reviewed by classes and in relation to their applicability to major systems, with information provided regarding indications, mechanisms of actions, contraindications, and adverse events. Pre-reqs. PA411, PA412, PA416, PA417.

PA 436 Clinical Practice in Pediatrics, General Practice. One unit. (WC) (L) (R) This course is a supervised clinical experience dedicated to the general practice of pediatrics. Clinical interactions take place in the outpatient ambulatory an inpatient setting. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in pediatrics in a general pediatric practice environment. Pre-reqs. PA418, PA423.

PA 441 Clinical Practice in Women's Health. One unit. (WC) (R) This course is a supervised clinical experience dedicated to Women's Health. Clinical interactions take place in the outpatient and inpatient hospital settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in women's health; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in the field of women's health. Pre-reqs. PA418, PA423

PA 442 Clinical Practice in Psychiatry & Behavioral Medicine. One unit. (WC) (L) (U) This course is a supervised clinical experience dedicated to Psychiatry/Behavioral Health. Clinical interactions take place in the outpatient and inpatient hospital settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in the field of psychiatry and behavioral medicine. Pre-reqs. PA418, PA424

PA 451 Clinical Practice in Internal Medicine. One unit. (WC) (L) (R) This course is a supervised clinical experience dedicated to internal medicine. Clinical interactions take place in inpatient hospital settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in internal medicine. Pre-reqs. PA418, PA422

PA 452 Clinical Practice in Primary Care & Family Medicine. One unit. (WC) (L) (U) This course is a supervised clinical experience dedicated to Primary Care and Family Medicine. Clinical interactions take place in the outpatient ambulatory setting. The supervised, clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in primary care and family medicine. Pre-reqs. PA418, PA424

PA 454 Clinical Practice in Surgery, General Practice. One unit. (WC) (R) This course is a supervised clinical experience dedicated to General Surgery. Clinical interactions take place in the inpatient hospital setting. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in the surgical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in surgery in a general surgery practice environment. Pre-reqs. PA418, PA421

PA 462 Clinical Practice in Primary Care and Community Health. One unit. (U) (O) (WC) This course is a supervised clinical experience dedicated to Primary Care & Community Health. Clinical interactions take place in the community health related settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in the

field of primary care, in a community health setting. Clinical relevance is enhanced during the development of and participation in health related civic engagement and community outreach events. Course also includes SIM learning experiences. Pre-reqs. PA418, PA424

PA 463 Clinical Practice in Primary Care & Adolescent Medicine. One unit. (U) (O) (WC) This course is a supervised clinical experience dedicated to Primary Care and Adolescent Medicine. Clinical interactions take place in the outpatient ambulatory and community health settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in primary care and adolescent medicine; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in the field of primary care with emphasis on adolescent medicine. Course also includes SIM learning experiences. Pre-reqs. PA418, PA424

PA 501 PA 501G The Art and Practice of Health Education. (C) One unit or three graduate credits. This course introduces the healthcare practitioner to the philosophies of health education. It identifies the key elements needed toconstruct an effective healthcare curriculum and provides the foundation for developing teaching approaches and evaluative tools. Each student is guided through the design of a community health educational programs for practitioners or patients reflective of that student's interest. Clinical relevance is optimized through experiential learning during the development of and participation in patient education events. Pre-req. PA418.

PA 502 The Challenges of Medical Ethics. One unit or three graduate credits. This course provides a forum for the exploration of ethical dilemmas encountered in medical practice. Historical medical case scenarios and current ethical guidelines are reviewed. The opportunity is provided to address ethical dilemmas in relation to cultural beliefs, socioeconomic factors and medical legal issues. Pre-req. PA418.

PA 503 Leadership Development and Professionalism. One unit or three graduate credits. This course explores the opportunities for leadership in the healthcare delivery system. The course reviews legal foundations for scopes of practice, legislative agendas, professional practice opportunities, performance improvement principles, and the administrative systems providing the framework for the modern healthcare delivery system. The most current issues in health care, such as patient safety, form a foundation for analyzing the successes and failures of the healthcare delivery model. An interactive approach to exploring the material is supplemented by guest lecturers from the field and include peer-reviewed journal research. Pre-req. PA418.

PA 504 Medical Literature Review and Analysis. One unit or three graduate credits. (LL) (RR) This course provides the skills for effective review and analysis of the expanse of medical literature. Students presented with various research problems are taught to analyze applicability, appropriately select corresponding literature, and develop a systematic critique of the findings. Statistical methods are introduced and the ability to analyze data and draw inferences is developed. The selection of the medical literature for review and analysis is reflective of each student's area of interest for future research. Experiential learning is emphasized through the designing of a research study and culminates with a presentation of the proposal and research at the medical literature symposium event. Pre-req. PA418.

PA 514E Advanced Health Assessment. Zero undergraduate units. The purpose of this course is to develop and enhance clinical judgment and assessment skills required for the care of patient populations across the life span. The intent is for students to improve their decision-making abilities and develop appropriate management protocols. Problem-solving sessions are utilized for the assessment of case scenarios and the refinement of

clinical and technical skills. Diagnoses are discussed within the framework of preventive medicine, epidemiology, and subsequent improvements in the delivery of clinical medicine. Clinical relevance is enhanced during the development of and participation in community outreach events. Course includes SIM learning experiences.

PA 514 Advanced Health Assessment. One unit or three graduate credits. (O) (T) This course is identical to that described for PA514E but counts as one unit or three graduate credits towards the BS/MS degree.

PA 532B Clinical Practice in Advanced Medicine. Four graduate credits. This course is a supervised clinical experience dedicated to advanced practice of Internal Medicine. Clinical interactions take place in the inpatient hospital setting on the internal medicine floor and the intensive care units. The supervised clinical practice experiences are an intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in the area of internal medicine.

PA 534B Clinical Practice in Medicine & Long Term Care. Four graduate credits. This course is a supervised clinical experience dedicated to Internal Medicine and Long Term Care. Clinical interactions take place in medical/long-term care facilities. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in medicine and long-term care with emphasis on the teamwork of the interdisciplinary health care team. Clinical relevance is enhanced during the development of and participation in health related civic engagement and community outreach events.

PA 535B Clinical Practice in Emergency Medicine, Urgent Care. Four graduate credits. This course is a supervised clinical experience dedicated to emergency medicine, urgent care. Clinical interactions take place in the emergency room setting. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in emergency medicine settings; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This supervised clinical practice experience is dedicated to clinical practice in the field of emergency medicine, focusing on theurgent care of non-life-threatening conditions.

PA 536B Clinical Practice in Emergency Medicine, Main Emergency Department. Four graduate credits. This course is a supervised clinical experience dedicated to emergency medicine-main emergency department. Clinical interactions take place in the emergency department of a hospital. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences involving emergency clinical scenarios emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This supervised clinical experience is dedicated to clinical practice in the field of emergency medicine, and the care of acute and life threatening conditions.

PA 540B Clinical Practice in Pediatrics, Advanced Practice. Four graduate credits. This course is a supervised clinical experience dedicated to the advanced practice of pediatrics. Clinical interactions take place in the inpatient hospital setting on the pediatric floor, pediatric intensive care unit (PICU), neonatal intensive care unit (NICU) or the children's emergency center (CEC). The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in pediatric areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in pediatrics in an advanced practice environment.

PA 542 Simulated Interactive Medicine. Three graduate credits. This course focuses on patient care with specific emphasis on clinical and technical skills needed for appropriate patient evaluation, diagnosis, and management. Students participate in a wide range of hands-on simulation activities in a medical simulation laboratory utilizing various simulation modalities (e.g., high fidelity manikins, virtual simulation experiences, telemedicine, part-task trainers, etc.) and case scenarios. The course also provides opportunities for students to practice lifesaving medical interventions. Simulation activities are practiced in safe, non-judgmental settings where students have the opportunity to practice case scenarios and review their performance during debriefing.

PA 544B Clinical Practice in Surgery, Advanced Practice. Four graduate credits. This course is a supervised clinical experience dedicated to the advanced practice of surgery. Clinical interactions take place in surgical settings in the operating room (OR), surgical floor, surgical subspecialties and/or surgical intensive care unit (SICU). The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in the surgical subspecialties, emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in the surgical subspecialties and advanced surgical practice.

PA 593 Independent Study. **One unit or four credits** Course designed for independent, advanced-level study on a topic of the student's own choosing after advisement by departmental faculty.

PA 613E Critical Thinking in Medicine I. Zero graduate credits. The purpose of this course is to review and expand upon knowledge of disease pathology and therapeutic interventions. The emphasis is on critical thinking and its applicability to the identification of the pathogenesis of disease processes and the development of algorithms and flow charts, and the review of evidence-based medicine. Through critical analysis, the student develops appropriate management plans, based on the needs of specific individuals and communities.

PA 613 Critical Thinking in Medicine I. Three graduate credits. This course is identical to that described for PA613E but counts for three graduate credits towards the MS degree.

PA 614 Critical Thinking in Medicine II. Three graduate credits. The purpose of this course is to review and expand upon the knowledge of disease pathology and therapeutic interventions. The emphasis is on critical thinking and its applicability to the identification of the pathogenesis of disease processes and the development of algorithms and flow charts and the review of evidence-based medicine. Through critical analysis, the student develops appropriate management plans, based on the needs of specific individuals and communities. This course serves as a summative overview of clinical knowledge in preparation for advanced clinical practice.

PA 631B Clerkship I: Developing Community Health. Four graduate credits. The focus of this clerkship is to precept students in their transition toward becoming professional health care providers. Each student identifies a component or area of health care interest that impacts the community and affords exposure to specific clinical experiences determined during the pre-clerkship advisement sessions. Through clinical involvement, the student learns to discern specific health needs and is guided through the development of a medically related health project and the acquisition of the medical knowledge reflective of the assessment needs. Relevance is enhanced during the development of and participation in health-related civic engagement and community outreach events.

PA 644B Clerkship II: Advanced Procedures and Skills. Four graduate credits. The focus of this clerkship is to precept students through the acquisition of advanced skills for clinical practice in primary care or a specialty area of interest. The student is provided with an opportunity for an in-depth analysis of clinical practice in his/her

specific area of interest. Skill development focuses on the areas identified during the pre-clerkship advisement session. The student learns through the development of a clinical project reflective of the unique characteristics of the clerkship.

PA 652 Healthcare Management Theory and Evaluation. Three graduate credits. This course introduces the student to principles of leadership and management theories in relation to health care practice. Evaluation of theories is based on clinical case studies, discussions of readings and review of medical literature. Experiential learning is emphasized through development of interview skills, assessment of scenarios in healthcare settings, and incorporation of leadership skills and professional behaviors.

PA 691 Special Topics in Health Care. Three graduate credits. Weekly lectures. Discussion and analysis of problems in health care which are not covered in regular course work. The specific content of the course will remain flexible in response to student and departmental interests.

PA 693 Independent Study. Three graduate credits. Course designed for independent, advanced-level study on a topic of the student's own choosing after advisement by departmental faculty.

PA 791 Research Design. Three graduate credits. The purpose of this course is to establish the groundwork for research capstone. The student is provided the opportunity to construct a research project beginning with the framing of the research problem and hypothesis, and progressing to design selection and data analysis. The course offers students the knowledge and skills needed for instrument design and development. Seminar sessions are dedicated to the scoring and interpretation of data from the individual measurement tools.

PA 798 Thesis. Three graduate credits. The focus of this course is the implementation of the research design proposed in PA791. The parameters of the scientific process a reutilized to investigate health-related research problems. Each student is guided through a research project. Seminar and individual conferences are dedicated to the analysis and interpretation of data. The thesis is developed and the thesis defense occurs at the Annual Research Forum.

Advanced Physician Assistant Studies, M.S.

Mission and Student Learning Goals

The Graduate Program in Advanced PA Studies is a comprehensive program that prepares practicing PAs for career advancement as educators, health care managers, and clinical leaders dedicated to improving the quality of health care. The mission of the program is to prepare PAs committed to contributing to an improved community and quality health care through leadership roles in research, education, healthcare management and advanced clinical care. By graduation, students with MS degrees in Advanced PA Studies will be prepared for:

- clinical leadership in primary and specialty-focused health care.
- research development in health care.
- serving as educators of future PA students and graduate members of the profession.
- management roles within health care.
- incorporating effective research, teaching, and management skills into professional practice.

Upon completion of the Program, the PA will receive a Master of Science (MS) in Advanced PA Studies with a concentration in one of the following:

- Health Care Management
- Health Education
- Clinical Specialty

Admission Requirements

The general requirements for graduate student admission are:

- a bachelor's degree from an accredited college
- official transcripts of previous university or college study
- two letters of reference, preferably from former or present employers or professors

Additional admission requirements for the MS in Advanced PA Studies are:

- successful completion of a PA program accredited by the Accreditation Review Committee for Physician Assistants (ARC-PA)
- minimum overall undergraduate grade point average of 3.0
- minimum undergraduate grade point average of 3.0 in PA studies
- national certification or eligibility for certification by the National Commission on Certification of Physician Assistants (NCCPA)
- state licensure or eligibility for state licensure
- supplemental application consisting of three focused essays
- panel interview

Program of Study

The requirements for a Master of Science (MS) degree in Advanced PA Studies consist of 36 credits. Students must complete three courses of core requirements, a minimum of 15 credits in a selected track, and capstone work. Capstone courses may be taken only after completion of all core curriculum courses.

Core Requirements

All students in the program are required to complete a minimum of one of the following core courses:

- PA 501 — The Art and Practice of Health Education (3 credits)
- PA 502 — The Challenges of Medical Ethics (3 credits)
- PA 503 — Leadership Development and Professionalism (3 credits)

- PA 504 — Medical Literature Review and Analysis (3 credits)
- PA 514 — Advanced Health Assessment (3 credits)

Track Requirements

The student will select one of three tracks and complete at least 12 credits specific to that track:

A. Health Education

- PA 605 — Curricular Development (3 credits)
- PA 615 — Teaching Styles and Strategies (3 credits)
- PA 620 — Clerkship I: Practicum in Curriculum Development (3 credits)
- PA 625 — Clerkship II: Teaching Methodology for Health Care (3 credits)

B. Health Care Management

- PA 610 — Administrative Strategies in Health Care (3 credits)
- PA 631 — Clerkship I: Developing Community Health (3 credits)
- PA 635 — Clerkship II: Health Care Administration (3 credits)
- PA 652 — Health Care Management Theory and Evaluation (3 credits)

C. Clinical Specialty

- PA 613 — Critical Thinking in Medicine I (3 credits)
- PA 614 — Critical Thinking in Medicine II (3 credits)
- PA 631B — Clerkship I: Developing Community Health (4 credits)
- PA 644B — Clerkship II: Advanced Procedures and Skills (4 credits)
- PA 652 — Health Care Management Theory and Evaluation (3 credits)

Research Requirements

- PA 791 — Research Design (3 credits)
- PA 798 — Thesis (3 credits)

To complete the 36 credits for this program, students may select elective courses from the above list and/or the following:

- PA 691 — Special Topics in Health Care (3 credits)
- PA 693 — Independent Study (3 credits)

Course Descriptions

PA 501 The Art and Practice of Health Education. Three graduate credits. This course introduces the healthcare practitioner to the philosophies of health education. It identifies the key elements needed to construct an effective healthcare curriculum and provides the foundation for developing teaching approaches and evaluative tools. Each student is guided through the design of a community health educational programs for practitioners or patients reflective of that student's interest. Clinical relevance is optimized through experiential learning during the development of and participationin patient education events. Pre-req. PA418.

PA 502 The Challenges of Medical Ethics. Three graduate credits. This course provides a forum for the exploration of ethical dilemmas encountered in medical practice. Historical medical case scenarios and current ethical guidelines are reviewed. The opportunity is provided to address ethical dilemmas in relation to cultural beliefs, socioeconomic factors and medical legal issues. Pre-req. PA418.

PA 503 Leadership Development and Professionalism. Three graduate credits. This course explores the opportunities for leadership in the healthcare delivery system. The course reviews legal foundations for scopes of practice, legislative agendas, professional practice opportunities, performance improvement principles, and the administrative systems providing the framework for the modern healthcare delivery system. The most current issues in health care, such as patient safety, form a foundation for analyzing the successes and failures of the healthcare delivery model. An interactive approach to exploring the material is supplemented by guest lecturers from the field and include peer-reviewed journal research. Pre-req. PA418.

PA 504 Medical Literature Review and Analysis. Three graduate credits. This course provides the skills for effective review and analysis of the expanse of medical literature. Students presented with various research problems are taught to analyze applicability, appropriately select corresponding literature, and develop a systematic critique of the findings. Statistical methods are introduced and the ability to analyze data and draw inferences is developed. The selection of the medical literature for review and analysis is reflective of each student's area of interest for future research. Experiential learning is emphasized through the designing of a research study and culminates with a presentation of the proposal and research at the medical literature symposium event. Pre-req. PA418.

PA 514 Advanced Health Assessment. Three graduate credits. The purpose of this course is to develop and enhance clinical judgment and assessment skills for patient populations across the life span. The intent is for the student to improve his/her decision-making ability and develop appropriate management protocols. Problem solving sessions are utilized for the assessment of case scenarios. Diagnoses are discussed within the framework of preventive medicine, epidemiology, and subsequent improvements in the delivery of clinical medicine. Clinical relevance is enhanced during the development of and participation in community outreach events. Course includes SIM learning experiences.

PA 605 Curricular Development. Three graduate credits. This course focuses on an understanding of the learning process. The characteristics of various learning styles are discussed and students are challenged to apply the knowledge towards the formatting of instruction and curricular strategies. Instructional methods are reviewed in short presentation formats and students are introduced to curriculum development.

PA 610 Administrative Strategies in Health Care. Three graduate credits. This course is an overview of the principles and practices relating to the organization and administration of programs within hospitals, as well as of independent health care programs. The role of the administrator is evaluated, including financial aspects, human resources, planning, design, utilization and maintenance of facilities.

PA 613 Critical Thinking in Medicine I. Three graduate credits. The purpose of this course is to review and expand upon knowledge of disease pathology and therapeutic interventions. The emphasis is on critical thinking and its applicability to the identification of the pathogenesis of disease processes and the development of algorithms and flow charts, and the review of evidence-based medicine. Through critical analysis, the student develops appropriate management plans, based on the needs of specific individuals and communities.

PA 615 Teaching Styles and Strategies. Three graduate credits. This course focuses on the various modalities of teaching and learning, and the relationships between them. Students are oriented to the traditional classroom, as well as the alternative relationships of clinical preceptorships. They learn the required skills for the organization of students and subject matter, classroom time management, and the development of cognitive connections with learners.**PA 620 Clerkship I: Practicum in Curriculum Development. Three graduate credits.** This course provides an opportunity for a supervised clerkship in curriculum development. The student conducts an in-depth study of health care and PA program curricula. With the supervision of a PA educator, the student develops the competencies required for proper curriculum review, assessment and/or development. The participating student is required to design a curriculum relevant to an aspect of PA education, the topic of which is determined by the student and educator serving as the student's preceptor.

PA 625 Clerkship II: Teaching Methodology for Health Care. Three graduate credits. Students are provided opportunities for individualized teaching experiences, with the guidance of PA educators. PA educators precept students into the roles and responsibilities of their position. They provide for experiences in directed teaching in an accredited PA program and facilitate student growth in planning, instructional and evaluative skills.

PA 631B Clerkship I: Developing Community Health. Four graduate credits. The focus of this clerkship is to precept PA student in their transition toward becoming professional health care providers. Each student identifies a component or area of health care interest that impacts the community and affords exposure to specific clinical experiences determined during the pre-clerkship advisement session. Through clinical involvement, the student learns to discern specific health needs and is guided through the development of a medically related health project and the acquisition of medical knowledge and skills reflective of the assessed need. Clinical relevance is enhanced during the development and participation in health related, civic engagement and community outreach events.

PA 635 Clerkship II: Health Care Administration. Three graduate credits. This course provides an opportunity for a supervised clerkship in health care administration. The student is involved in the analysis and practice of management and interpersonal dealings utilized in the health care environment. The course explores writing techniques with correspondence and reports required by administrators and managers in health care. Emphasis is also placed on management issues in current health care organizations such as conflict resolution, negotiation, and changes in health care, crisis management and patient satisfaction.

PA 644B Clerkship II: Advanced Procedures and Skills. Four graduate credits. The focus of this clerkship is to precept students through the acquisition of advanced skills for clinical practice in primary care or a specialty area of interest. The student is provided with an opportunity for an in-depth analysis of clinical practice in his/her

specific area of interest. Skill development focuses on the areas identified during the pre-clerkship advisement session. The student learns through the development of a clinical project reflective of the unique characteristics of the clerkship.

PA 652 Health Care Management and Theory and Evaluation. Three graduate credits. This course introduces the student to principles of leadership and management theories in relation to health care practice. Evaluation of theories is based on clinical case studies, discussions of readings and review of medical literature. Experiential learning is emphasized through development of interview skills, assessment of scenarios in healthcare settings, and incorporation of leadership skills and professional behaviors.

PA 691 Special Topics in Health Care. Three graduate credits. Weekly lectures. Discussion and analysis of problems in health care which are not covered in regular course work. The specific content of the course will remain flexible in response to student and departmental interests.

PA 693 Independent Study. Three graduate credits. Course designed for independent, advanced-level study on a topic of the student's own choosing after advisement by departmental faculty.

PA 791 Research Design. Three graduate credits. The purpose of this course is to establish the groundwork for research capstone. The student is provided the opportunity to constructa research project beginning with the framing of the research problem and hypothesis, and progressing to design selection and data analysis. The course offers students the knowledge and skills needed for instrument design and development. Seminar sessions are dedicated to the scoring and interpretation of data from the individual measurement tools.

PA 798 Thesis. Three graduate credits. The focus of this course is the implementation of the research design proposed in PA791. The parameters of the scientific process are utilized to investigate health-related research problems. Each student is guided through a research project. Seminar and individual conferences are dedicated to the analysis and interpretation of data. The thesis is developed, and the thesis defense occurs at the Annual Research Forum.

Program Curriculum Requirements

PSYCHOLOGY

PSYCHOLOGY DEPARTMENT

The Department of Psychology has the following programs:

- Dual Degree in Psychology and Childhood Education (B.A., housed in the Education Department)
- Biopsychology (BS)
- Psychology (BA and BS)

With the following concentrations

- Brain and Behavior
- Cognition
- Human Development

- Mental Health
- Social

PSYCHOLOGY (B.A. OR B.S.)

Psychology majors may pursue either a B.A. or a B.S. degree. The Psychology Department also hosts a Dual Major of Childhood Education and Psychology together with the Education Department, cohosts the Biopsychology major with the Biology Department, and co-hosts Behavioral Economics major with the Nicolais School of Business. Psychology is the study of the mental processes, emotional life, and behavior of humans and animals, examined in a biological, developmental and social context. In the psychology major, students learn the basic methodologies of psychology as a science. Students are offered a variety of electives that highlight specific areas of research and the application of psychology in therapies, organizations, and science. They are also provided with opportunities for independent research and field work experiences. The skills emphasized for development in the psychology major include writing, quantitative reasoning, critical reading, intercultural understanding, and technological competency. The major in psychology prepares students for a wide range of careers in psychology while also providing an essential, foundational understanding of human nature that is useful across a diverse range of fields, including education, healthcare, business, law, child life, and social work. Students are also well prepared for graduate study in psychology, psychotherapy, counseling, occupational therapy, business, and healthcare, among other fields. The SLC serves as the bridge between the major and post-college opportunities by inviting students to examine how the historical and contextual foundations of psychology have led to where the field is today and how they can apply their various academic experiences to their professional lives moving forward. The SLC includes PS 441 History of Psychology and PS 400 Reflective Tutorial. Both courses function together in critically reviewing and connecting influential psychological research, theory, and practice that prepares psychology majors across diverse career paths. PS 400 requires a 100-hour field experience in psychology, and both courses integrate this experiential learning requirement into their curriculum, assignments, and discussions.

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

A minimum of 11 units distributed as follows:

Core requirements—3 units:

PS 101, 201, 213.

Senior Learning Community—2 units

PS 400, 400E, 441.

Experimental psychology courses—2 units

Electives in psychology—4 units

REQUIREMENTS FOR A CONCENTRATIONS IN PSYCHOLOGY

The Psychology Major (B.A., B.S.) Offers The Option Of 5 Areas Of Concentration. Each Concentration Is 6 Units Within The Major (In Addition To The 5 Core Units). A Concentration Is Not Required.

Brain & Behavior Concentration

• PS 302 Experimental Psychology: Learning & Motivation

• PS 30x Experimental Psychology elective

• PS 270 Mind & Action

• PS 351 Drugs, the Brain & Behavior

• PS 442 Physiological Psychology

• 1 approved psychology elective

Cognition Concentration

• PS 304 Experimental Psychology: Memory & Thinking

• PS 303 Experimental Psychology: Sensation & Perception or PS 308 Experimental

• Psychology: Social (if both are taken, one will be counted as elective)

• PS 270 Mind & Action

• PS 442 Physiological Psychology

• 2 approved psychology electives

Human Development Concentration

• PS 306 Experimental Psychology: Human Development

• PS 30x Experimental Psychology elective

• PS 111 Child Psychology

• PS 112 Adolescent Psychology

• PS 216 Child and Adolescent Psychopathology

• 1 approved psychology elective

Mental Health Concentration

• PS 306 Experimental Psychology: Human Development

• PS 30x Experimental Psychology elective

• PS 212 Psychopathology

• PS 253 Positive Psychology

• PS 315 Principles of Counseling Psychology

• PS 351 Drugs, the Brain & Behavior

Social Concentration

• PS 308 Experimental Psychology: Social

• PS 30x Experimental Psychology elective

• Any 4 of the following courses in social

o PS 220 Forensic Psychology

o PS 240 Psychology of Prejudice

o PS 241 Psychology of Gender

o PS 243 Violence and Aggression

o PS 244 Decisions and Persuasion

o PS 249 Psychology of Media

o PS 314 Industrial/Organizational Psychology

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

Students must fulfill all of the requirements of the B.A. in Psychology. In addition, students must satisfy the requirements of a minor in one of the natural sciences: biology, microbiology, or computer science.

REQUIREMENTS FOR A DUAL MAJOR OF PSYCHOLOGY AND CHILDHOOD EDUCATION

For the Education component of the dual major, consult the Education section. The following courses make up the Psychology component, a total of 11 units distributed as follows:

Psychology core requirements—5 units as follows:

PS 101, 111, 201, 213, 441.

Experimental psychology courses—2 units

Psychology electives—3 units consisting of any three additional psychology courses

Related education course—1 unit

ED 580 (taken as part of the senior learning community).

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

A minimum of 6 units in psychology selected in consultation with the major faculty advisor.

COURSE DESCRIPTIONS

PS 101. Introduction to Psychology. (S) (Q) *One unit.* A survey course dealing with the major fields of psychology, including learning, perception, memory, motivation, development, social behavior, disorders of psychological functioning, and physiology of behavior. An introduction to the methodology, frameworks, and principles of contemporary scientific psychology. *No prerequisites. Offered fall and spring semesters.*

PS 111 Child Psychology. (S) (C) (R) *One unit.* An examination of the biological, emotional, social, cognitive, and familial factors that affect personality development and adjustment during the first decade of life. *Prerequisite: PS 101. Offered fall and spring semesters.*

PS 112 Adolescent Psychology. (S) *One unit.* A study of the psychological reactions to the changes at puberty. Topics include body image, identity consolidation, and the role of the adolescent in American society. Discussion of the interactions between the adolescent and the family and peers, and their effects on personality development. *Prerequisite: PS 101. Offered as required.*

PS 201 Psychological Statistics and Methodology. (S) (LL) (Q) (TT) *One unit.* This course introduces the basic principles of experimental design, how to write papers using APA style, and how to use the statistical techniques employed in psychological research, including descriptive statistics, t-tests, ANOVA, correlation, and regression. The course includes a required, weekly 3-hour laboratory section where students learn statistical computer applications. *Prerequisite: PS 101. Sophomore standing or higher required. Offered fall and spring semesters.*

PS 209 Is Religion 'Man-made'? (S) (H) (C) (R) (UU) *One unit.* Are religious "truths" divinely given or are they created by humans under the impact of cultural considerations? We will unravel this issue by approaching the question from various perspectives. We will consider, for example, the psychological approach of Freud as well as the anthropological approach of Malinowski. We will also consider the manner in which Biblical scenarios are conditioned—if not determined—by historical and cultural circumstances. Also considered will be the psychology of Jung and his contention that religious symbols are the inevitable products of a "collective unconsciousness." We will conclude the course with an investigation of how religious symbolism is self-consciously employed—even manipulated—in the arts. The creative use of symbolism will be illustrated through an examination of various novels and movies. *Cross-listed w/RE 209. No prerequisites. Offered as required.*

PS 212 Psychopathology. (S) (L) (U) *One unit*. A discussion of current assumptions about the nature and causes of psychological disorders based on the Diagnostic and Statistical Manual of Psychological Disorders (DSM) used by mental health practitioners. Basic concepts and prevailing theoretical approaches are discussed and evaluated. Description and discussion of the major psychological disorders, their etiology, and treatment are presented. *Prerequisite: PS 101. Offered annually.*

PS 213 Psychological Assessment. (S) (Q) (T) (WC) *One unit.* A presentation and discussion of the basic issues and techniques in the construction, use, and evaluation of psychological assessments. Professional assessment of intelligence, personality, vocation and mental health will be reviewed. Students will create and administer an original psychological assessment as part of a larger course project . *Prerequisite: PS201. Offered annually*

PS 213-L Psychological Testing Lab (Zero Units)

PS 214 Death and Dying: Psychological Issues. (S) (L) (R) *One unit.* Every life has, at one point or another, been touched by loss. The decisions we make about how we will respond to these losses have major psychological ramifications. Do we respond differently to different losses? Are some methods of coping better than others? What does disturbed grief look like? From Freud through more recent research by Kubler-Ross, psychologists have been fascinated by issues surrounding death and dying. This course will explore some of those issues from the perspectives of both the dying and the bereaved. We will cover topics such as child bereavement, grief and grieving in response to specific life losses and the needs of the dying and palliative care. Emphasis will be placed on the developmental differences in responses to loss, coping strategies and effectiveness of outside interventions. *Prerequisite: PS 101.Offered annually.*

PS 216 Child and Adolescent Psychopathology. (S) *One unit.* In this class students will learn about child and adolescent psychological disorders and will be able to identify normal versus abnormal behaviors. Students will be able to identify DSM criteria for diagnosis and will discuss etiological theories and treatment methods for various psychological disorders. Students will learn to identify symptoms of a child with an applicable psychological disorder. Prerequisite: PS 101. Offered as required.

PS 217 Psychology of Play. (S) (C) (O) *One unit*. This course will examine the essential role of play across aspects of cognitive and social-emotional development in children. Particular emphasis will be placed on the creative aspect of play and its relationship to fantasy, emotional expression, and the structured experiences of children. *Offered as required.*

PS 220 Forensic Psychology. (S) (L) (R) *One unit.* An exploration of the applications of psychological research in the criminal justice and civil legal systems. Among the topics covered are understanding criminal and other antisocial behavior, selection and support of law enforcement officers, profiling techniques, trial consultation in jury selection and child custody cases, and the impact of psychological research on public policy legislation. *Prerequisite: PS 101 or permission of the instructor. Offered as required.*

PS 235 Sport Psychology. (S) (LL) *One unit.* Applied sport psychology is concerned with (1)psychological factors that influence participation and performance, (2) psychological effects derived from participation, and (3) theories and interventions about enhancing performance and participation. You will learn how professional athletes use psychological principles to distinguish themselves from other hard-working, talented athletes. More importantly, you will learn how to use these principles in your life. *Prerequisite: PS 101 or permission of the instructor. Offered as required.*

PS 240 Psychology of Prejudice. (S) (UU) *One unit.* An examination of the debates on the roles of biology, family, culture, development, and economic opportunity in generating prejudice. This course will explore classic and contemporary works in the areas of stigma, prejudice, stereotyping, and discrimination. Empirical research will be examined to evaluate theoretical explanations for these phenomena. *Prerequisite: PS 101 or permission of the instructor. Offered as required.*

PS 241 Psychology of Gender. (S) (O) (UU) (WC) *One unit.* This course examines the similarities and differences between men and women from a psychological perspective, with emphasis on the following themes: major theories of gender development, including the psychoanalytic, cognitive, and behavioral models; the development of gender roles across the life span; application of schema theory to the understanding of gender; examination of biological and psychological sources of gender awareness; and exploration of gender issues in film and media. *Offered as required.*

PS 243 Violence and Aggression. (S) (UU) *One unit.* In this course, we will explore violence and aggression as emotional, economic, historical and sociocultural phenomena. Violence and aggression both shape our individual lives and social world, and happen within a social, psychological and historical context. In this course, we will make use of a variety of texts in exploring violence and aggression—with a focus on diverse groups' experiences. We will also look at cultural notions about which groups are violent, and social realities of where violence actually happens in our relationships, homes, workplaces, streets and popular culture. Throughout the term, we will focus on differences and similarities in people's experiences of violence and aggression across lines of class, race, gender and sexuality. We will explore the influence of media on aggression, violence in the meat industry, relational and physical aggression common in our homes, schools and workplaces, and understandings of conflict resolution. *Offered as required.*

PS 244 Decisions and Persuasion. (S) (Q) (U) *One unit.* This course explains the psychology of social cognition, social influence, and how leadership intersects with American diversity. Factors that influence decisions are examined from the perspective of behavioral economics. Persuasion is studied from a perspective of identifying common triggers that prompt compliance, as well as ways to harness social influence to promote stronger societies. Students are challenged to apply theoretical ideas and empirical research to real-world problems, to explore diversity within America, and to practice critical thinking skills. *Offered as required.*

PS 249 Psychology of Media. (S) *One unit.* An investigation of the impact on the public of the mass communication of printed and electronically mediated information and entertainment. Students will study the psychological effects on target audiences of media ranging from newspapers, magazines, and books to film, television, and the Internet. Topics include the psychology of advertising and propaganda, the relation of medium and message, and the application of psychological concepts to the production of mass media. *Prerequisite: PS 101 or permission the instructor. Offered as required.*

PS 252 Health Psychology. (S) *One unit.* Health psychology is the area of psychology that focuses on how biological, psychological and social factors are related to the prevention of illness and the promotion of health and well-being. Health psychology includes such topics as relaxation and understanding stress, perfectionism, self-esteem, effective communication, anger management, diet, sleep habits and patterns, and regular exercise. Students will be challenged to think critically about their personal health and engage in a personal health improvement project. *Prerequisite: PS 101. Offered as required.*

PS 253 Positive Psychology. (S) (WC) *One unit.* Positive psychology is a relatively new field of study that emphasizes and explores human strengths, positive emotions, and well-being. In this course, specific emphasis will be placed on the science and practical applications of increasing human strengths and happiness. Some questions that will be answered throughout the semester include: "What is happiness? What helps determine it? What can be done to increase it?" Other related topics that will be explored in the course include gratitude, resilience, coping, friendship and love, forgiveness, mindfulness, flow, and positive development across the lifespan. Students will engage in a series of experiential exercises throughout the semester that will help them better understand concepts in positive psychology, and potentially increase personal subjective well-being. *Offered as required.*

PS 270 Mind and Action. (S) (O) *One unit.* All of psychology ultimately comes together in the actions a person takes. If they play a sport, play a musical instrument, send text messages, or drive a car, they generate actions. In generating actions, they confront issues in the psychology of action. The psychology of action is essentially about the mind-body connection: How do we get from thoughts to actions? By better understanding the psychology of

action, we may be able to design better systems for rehabilitation and education, we may be able to design better computers, automobiles, and other devices, and we maybe able to read each other's emotions and thoughts more effectively. *Prerequisite: PS 101. Offered as required.*

PS 291 Special Topics in Psychology. (S) *One unit*. Discussion and analysis of areas not covered in regular courses. The content is determined by the instructor and the Division Chair based upon student interest and faculty research. *Prerequisites: PS 101 and permission of the instructor. Offered as required. May be taken more than once if the topic is different.*

PS 292 Child Life. (S) *One unit.* This course explores the application of psychology to the field of Child Life. A Child Life Specialist is a medical professional who helps children and their families cope with stress related to illness, injury, hospitalization, or disability. A Child Life Specialist promotes age appropriate coping through play, medical preparation, and education. Students will learn about Child Life and its relationship to child development, clinical psychology and health psychology. This course will also examine the history of Child Life and core principles of Child Life including family-centered care, characteristics of the hospitalized child, loss, grief/bereavement in children, play techniques, and expectations regarding preparation, professionalism, and coping. Alternative careers in psychology in hospital settings will be compared to Child Life. This course will fulfill the Child Life Council's current requirement that applicants for the Child Life Certification Exam have completed at least one course taught by a Certified Child Life Specialist. (Students seeking to apply for Child Life Certification should study additional requirements listed at childlife.org.) *Prerequisites: PS 101 or permission of the instructor. Offered only in summer session.*

PS 302 Experimental Psychology: Learning and Motivation. (S) (Q) (R) (WC) *One unit*. An examination of historical and contemporary learning theories including those of Pavlov, Watson, Hull, and Skinner. Emphasis is placed on the application of these theories to topics including Pavlovian and operant conditioning, habit formation, reinforcement and reward, punishment, motivation, and stimulus control of behavior. Students will be introduced to the measurement and experimental analysis of behavior by conducting laboratory experiments. The use of these techniques in various areas of psychological research and application (such as behavior modification) are discussed. *Prerequisites: PS 201. Offered fall semester of odd-numbered years.*

PS 303 Experimental Psychology: Sensation and Perception. (S) (Q) (R) (WC) *One unit.* Students are introduced to research methods in perceptual psychology. Topics include psychophysical methods, neural mechanisms of seeing and hearing, illusions, distance perception, and schools of perceptual psychology. Some laboratory work is required. *Prerequisites: PS 201. Offered as required.*

PS 304 Experimental Psychology: Memory and Thinking. (S) (R) (O) *One unit*. A survey of classic and current issues, theory, and research in the area of human cognition. Topics considered include memory and attention processes, problems of representation of information, hemispheric specialization, and the structure of categories and creativity. Some experimental work is required. *Prerequisites: PS 201. Offered as required.*

PS 306 Experimental Psychology: Human Development. (S) (C) (R) (WC) *One unit.* An in-depth review of classic and contemporary theory and research on human development. Emphasis is placed on core issues in developmental psychology, research methodology with human subjects, and ethical issues in the investigation of human development. Topics covered include perceptual, cognitive, social, emotional, and moral elements of personality development. Some experimental work is required. *Prerequisites: PS 201. Offered as required.*

PS 308 Experimental Psychology: Social Psychology. (S) (C) (O) (U) *One unit.* A survey of theory and research in social psychology, acknowledging the history of the field and exploring research methods used by social psychologists. Topics include social cognition, social perception, self-justification, social influence, conformity, interpersonal attraction, pro-social behavior, aggression, and prejudice. Basic and applied research in the laboratory and the field will be evaluated. Students will work independently or in small groups on a research project. *Prerequisites: PS 201. Offered spring semester.*

PS 311 Theories of Personality. (S) *One unit.* An examination of the principal theories of the origin, structure, and dynamics of the personality, including the psychoanalytic, trait, existential, and behavioristic schools of thought. Theorists studied include Freud, Jung, Adler, Skinner, Horney, Erikson, Bandura, Rogers, and May. A comparative and critical approach is taken. *Prerequisite: PS 101. Offered as required.*

PS 314 Industrial/Organizational Psychology. (S) *One unit.* A discussion of the seven areas of specialization within the field of industrial/organizational psychology and their relation to other areas of psychology. Applications of psychological principles and methods in business and industry are illustrated, particularly in personnel selection and human relations. *Prerequisite: PS 101. Offered as required.*

PS 315 Principles of Counseling Psychology. (S) (U) *One unit.* This course provides a comprehensive overview of Industrial and Organizational (I/O) Psychology, a field dedicated to understanding and improving the quality of work life. Through this course, students will gain a deep understanding of how psychological principles can be applied to improve recruitment, training, assessment, motivation, organizational development, and consumer behavior in a work setting. *Prerequisites: PS 101. PS 212 is recommended, but not required. Offered as required.*

PS 317 Diagnosis and Treatment of Substance Use Disorders. *(S) One unit.* This course examines the diagnostic criteria of Substance Use Disorders, introduces students to assessment tools used to quantify addiction and the practical application of evidence-based treatment when working with population. This course will explore specific techniques used in individual and group settings based on various theoretical orientations such as, but not limited to, Cognitive Behavioral Therapy, Dialectical Behavioral Therapy, Motivational Interviewing and Solution Focused Therapy. It will analyze the process from addiction to recovery including the role of detoxification, rehabilitation and outpatient facilities. This course will also explore Medication Assistance Treatment (MAT) and provide an overview of related psychopharmacology used in addiction treatment. *Prerequisite: PS 101. Offered as required.*

PS 351 Drugs, the Brain, and Behavior. (S) *One unit.* A survey of the clinical and recreational uses of psychoactive compounds. Topics include the anthropological perspective on drug use, issues of dosage and administration, the pharmacological models of psychopathology and the use of drugs in the treatment of psychiatric disorders, and the psychopharmacology of drug misuse. Emphasis is placed on research that reveals the brain mechanisms underlying the therapeutic, euphoric, and addictive characteristics of drugs. Prerequisite: PS 101 or permission of the instructor. Offered Spring Semester.PS 382 Philosophy and Psychoanalysis. (C) (WC) (RR) One unit. Psychoanalysis remains one of a very few perspectives on human reality which continue to exert a major theoretical and practical influence around the world. The course examines a variety of topics and controversies introduced by Freud, his followers, and his critics such as: the doctrine of unconscious mind; the object of desire (sexuality, aggression, love); the meaning of relationship; the extent of freedom; dreams and fantasy; narcissism; and madness, as well as issues pertaining to the nature of science and the foundations of psychology. *Cross-listed as PH 302.Offered as required.*

PS 397 Internship in Psychology. (S) *Zero or one unit*. Supervised internship at an approved institution or agency outside of the college under the supervision of a psychology department faculty member. *Prerequisites: PS 101 and permission of the instructor. Offered fall and spring semesters. May be taken twice.*

PS 400 Senior Reflective Tutorial. (S) (LL) (R) (WW) *One unit.* A seminar required of all senior psychology majors which includes a field placement. The seminar is linked with Psychology 441, History of Psychology, and is taken concurrently with that course. Students meet to discuss current issues in psychological research and application, and their relation to the history of psychology. *Prerequisite: Must be taken in conjunction with PS 441. Offered fall and spring semesters.*

PS 400E Senior Learning Community Internship. *Zero units.* This is the experiential component of the senior learning community and is taken in conjunction with the senior reflective tutorial (PS 400). The experiential component entails a 100-hour internship that occurs in the same semester as PS 400. In seeking experiential opportunities, students work in close consultation with their professor to find the most appropriate placement in an organization. *Offered in Fall and Spring. Must be taken with PS 400.*

PS 441 History of Psychology. (S) (L) (R) (WC) *One unit*. An historical survey of the development of modern psychology, with particular emphasis on the growth of the science of psychology in the United States. For students with a dual major whose first major is psychology, this course is linked with PS 400,the senior reflective tutorial and taken concurrently with that course. *Prerequisite: Senior status. PS 201.Offered fall and spring semesters.*

PS 442 Physiological Psychology. (S) (WC) ~~One unit.~~ An introduction to the biological approach to the experimental study of behavior. Includes consideration of the types of biological data relevant to psychology and examines the principles governing brain activity, and the role of neurotransmitter systems in memory and motivational processes. Topics include the nervous system mechanisms underlying perceptual, emotional, and behavioral processes, and brain dysfunctions that may underlie schizophrenia and depression. *Prerequisite: PS 101. Offered fall semester of even-numbered years.*

PS 497 Field Experience in Psychology. (S) *Zero or two units.* Supervised field experience at a an approved institution or agency outside of the college under the supervision of a psychology department faculty member. *Prerequisites: PS 101 and permission of the instructor. Offered fall and spring semesters*

.**PS 593 Independent Study. (S) (RR)** *One unit*. Supervised independent research developed by the student and a faculty mentor. Limited to advanced majors. *Offered fall and spring semesters. May be taken twice.*

The following courses have been offered by the Department and may be offered again in the future.

Please consult the Department for further information.

PS 113 Adulthood and Aging

PS 245 Psychology of Boys and Men

PS 246 Psychology of Creativity

PS 247 ‘Other’ Sexualities

PS 248 Existential Psychology

PS 251 Sleep and Dreams

PS 254 Psychology and Literature

PS 316 Marriage and Family Therapy

PS 305 Experimental Psychology: Environmental

PS 330 Experimental Psychology: Eating Behavior

BEHAVIORAL ECONOMICS (B.A.)

Behavioral economics majors examine social, emotional, and cognitive influences on economic decisions and behavior. The interdisciplinary approach of behavioral economics allows better understanding of why economic decisions are often irrational, inconsistent, and against the decisionmaker's self-interest. Quantitative skills, research methodology, and critical reading are emphasized as students complete multiple empirical projects across the major. The behavioral economics major provides a rigorous and practical liberal arts background to prepare students for graduate study focusing on experimental economics, behavioral economics, social psychology, or cognitive psychology and for careers in public policy or business. Students majoring in behavioral economics may not also major or minor in economics or psychology. The Senior Learning Community includes 1. a capstone seminar course (EC 420: Economic Methodology and the History of Economic Thought), that exposes students to the evolution of economic thought and the methodology of economics, and 2. the senior reflective tutorial (EC 400) where students complete a substantive independent research project that includes significant empirical analysis along with oral presentations and a final senior thesis.

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

15 units including the following required and elective courses:

Economics requirements:

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

Mathematics requirement:

MA 121 or higher Mathematics course

Psychology requirements:

PS 101, PS 201, PS 308, Experimental Psychology elective: select 1 Experimental Psychology course in addition to PS 308 Psychology electives: select 2 additional courses with guidance of advisor

Senior Learning Community:

EC 400, EC 420

BIOPSYCHOLOGY (B.S.)

Biopsychology is an interdisciplinary area of study where the major area of interest is the relationship between physiological and psychological systems. Study focuses on the neural mechanisms of behavior and cognition, evolutionary development of the nervous system, and mechanisms of nervous system and psychiatric disorders.

The biopsychology major prepares students for graduate study in biopsychology, neuropsychology, neurobiology, or related fields and for careers requiring a solid foundation in science. Students majoring in biopsychology may not also major or minor in psychology or biology. Students may select either the SLC in the Psychology or Biological Sciences Department based on their interest in consultation with their academic advisor. Please review the bulletin descriptions for biology and psychology for their respective senior learning communities?

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

14 units including the following required courses and electives:

BI 213, 217; NS 320; PS 101, 351, 442; BI 221 or PS 201; CH 111.

Elective courses (Select two courses from Experimental Psychology and two from Biology)

Experimental Psychology: select 2 courses.

Biology: BI 304, 323, 350, 360, 412, NS 310, 491 (if not used as a Capstone).

Note: BI 209 and 210 pair can be used as one biology elective for students interested in PT and OT.

One of the following senior-level learning communities:

BI 400 and 400E, and MCB 491, MI 491 or NS 491 (recommended for students considering medical school or graduate studies in the biological sciences or neuroscience/neurobiology) or PS 400, PS 400E and PS441 (recommended for students considering graduate studies in psychology or neuroscience with emphasis on biopsychology). *Students must make this decision in their junior year and inform the appropriate department.* Students majoring in biopsychology may not also major or minor in psychology, neuroscience or biology. A laboratory section must be taken as part of any course for which a laboratory section is offered. Lecture and laboratory must be taken concurrently. Please consult the appropriate Division Chair/Dean (Sciences or Social and Biological Sciences) for information regarding research and internship opportunities. Courses used to calculate the major index include all courses taken in Biology Neuroscience and Psychology. Students may choose an academic advisor from among the psychology or biology faculty depending on academic interest.

Program Curriculum Requirements

SOCIOLOGY & ANTHROPOLOGY DEPARTMENT

SOCIOLOGY & ANTHROPOLOGY DEPARTMENT

The Department offers the following programs:

Please note that these programs are available only to students who matriculated prior to the fall 2025 academic year.

● Anthropology (B.A., B.S., minor)

● Anthropology (B.A. with a concentration in Medical Anthropology)

● Sociology (B.A., minor) (with options to concentrate in: Criminal Justice, Family Studies/ – Social Work, Social Inequality and Social Justice, or Academic Sociology)

● Dual degree in Social Studies and Childhood Education (B.A.)

● Environmental Studies (B.A., minor)

● Civic Engagement (minor)

● Cultural Competency for Allied Health (minor)

● Human Geography (minor)

● Public Health Pathways (minor)

The Sociology & Anthropology Department offers the following programs a variety of programs. Students can choose traditional disciplinary majors or innovative, interdisciplinary majors that train students with the critical tools and techniques of these disciplines. The goal of all of our programs of study is to help students develop practical skills and encourage them to think broadly about issues of global concern.

ANTHROPOLOGY (B.A. /B.S)

In today's complex world, a major in Anthropology is particularly relevant. Anthropology is global in its perspective, comparatively studying humankind, in all places and throughout time. Individuals with anthropology degrees are sought after in many professional contexts, including healthcare, non-profit organizations, businesses, and governmental agencies. Anthropology is an excellent degree for pre-law and pre-med students or Anthropology majors may choose to pursue a career in anthropological research in socio-cultural anthropology, archaeology, biological anthropology, and medical anthropology. Students of anthropology develop an understanding of the concept of culture and how it unites human social, political, biological, and historical experiences. Majors in Anthropology further develop this holistic understanding of the human condition in applied research particularly emphasizing issues of human diversity, ethnocentrism, and inequality. The Senior Learning Community includes 1. a capstone seminar course (AN 491: Anthropological Theory), 2. A reflective tutorial (AN400), in which students complete their summative project – a research grant proposal; 3. An experiential component (AN400E) in which the student engages in a hands-on, practical experience, including but not limited to an internship, volunteering, and lab research.

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

A minimum of **12 units with the following distribution:**

Core requirements:

AN201, 202, and 393 (0 units)

Area courses—at least 2 units chosen from:

AN 234, 235, 236, or any Modern Language 111 or higher

Methods course—at least 1 unit chosen from:

AN 306, BI 221, PS 201, SO 233

Material Studies Course – at least 1 unit chosen from:

AN212, AN234, AN235, AN236, AN241, AN342

Anthropology Electives—3 additional units

Additional Elective—1 additional unit chosen from:

Any Anthropology or Sociology course, but not Social Work

Senior Learning Community—2 units

AN 400E (0 Units), AN 400, 491

REQUIREMENTS FOR A MAJOR IN ANTHROPOLOGY WITH A

CONCENTRATION IN MEDICAL ANTHROPOLOGY (B.A.)

The Senior Learning Community includes 1. a capstone seminar course (AN 491: Anthropological Theory), 2. A reflective tutorial (AN400), in which students complete their summative project – a research grant proposal; 3. An experiential component (AN400E) in which the student engages in a hands-on, practical experience, including but not limited to an internship, volunteering, and lab research. A minimum of 14 units with the following distribution:

Core requirements:

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

Anthropology module (courses required of all majors - complete all) AN 201, 202, 393 (0 units)

Human Biology module (choose 1 cluster)

Cluster A: BI 209

OR

Cluster B: BI 213 and BI 219

Methods (1 unit total – choose 1):

AN 306, BI 221 or PS 201

Material Studies Course – at least 1 unit chosen from:

AN212, AN234, AN235, AN236, AN241, AN342

Intercultural /Area Courses (3 units total):

Choose one regional “area” course from the following:

AN 234, 235 or 236

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

Health-Specific Courses (3 units total):

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

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

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

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

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

The Senior Learning Community includes 1. a capstone seminar course (AN 491: Anthropological Theory), 2. A reflective tutorial (AN400), in which students complete their summative project – a research grant proposal; 3. An experiential component (AN400E) in which the student engages in a hands-on, practical experience, including but not limited to an internship, volunteering, and lab research. A minimum of 14 units with the following distribution:

Core requirements:

AN 201, 202, and 393 (0 units)

Area courses—at least 2 units chosen from:

AN 234, 235, 236, 238

Methods course—at least 1 unit chosen from:

AN 306, BI 221, PS 201

Material Studies Course – at least 1 unit chosen from:

AN212, AN234, AN235, AN236, AN241, AN342

Anthropology Electives—2 additional units

Cognate Courses---4 units, chosen from

200 level or higher Biology or Microbiology course (2 units)

CH 111 or higher Chemistry course

CH 112 or higher Chemistry course

Senior Learning Community—2 units

AN 400E (0 Units), AN 400, 491.

REQUIREMENTS FOR A DOUBLE MAJOR IN ANTHROPOLOGY

Double majors may choose to complete the senior learning community in either Anthropology or their other major. However, if they choose their other major they are required to take the capstone course AN491 and an additional Anthropology elective.

REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY

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

REQUIREMENTS FOR A MINOR IN CULTURAL COMPETENCY FOR ALLIED HEALTH

A minimum of 6 units with the following distribution:

Core courses – 5 units

Required: AN 252

One of the following: AN 202 or AN 240

One of the following: PS 240, PS 241, SO 214, SO 301, or SO 320

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

Elective-1 Unit

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

PUBIC HEALTH PATHWAYS (MINOR)

The Public Health Pathways program prepares students to foster and defend individual and community health and well-being. Students in the Public Health Pathways program develop the skills necessary to assess the need for social and behavioral health promotion interventions in communities, and to develop, implement, disseminate, and evaluate effective health promotion interventions. Public Health is an interdisciplinary area of study, leading to a variety of career paths and directions for graduate training. Reflecting this diversity, the Public Heath Pathways program includes an interdisciplinary minor to be coupled with a choice of one of four possible majors. Together, the minor and majors are designed to expose students the core subfields of public health: sociocultural determinates of health, health policy and management, biostatistics and epidemiology, behavioral and environmental health, as well as to develop key skills outlined by the Council on Linkages Between Academia and Public Health Practice.

The Public Health Pathways minor is only available to students majoring in:

Health Sciences (B.S.)

Medical Anthropology (B.A.)

Microbiology (B.S.)

Public Policy and Administration (B.A.)

Students will complete the senior learning community within the major they have chosen. It is highly recommended that their senior experience or internship be geared toward Public Health and its allied fields.

REQUIREMENTS FOR A MINOR IN PUBLIC HEALTH PATHWAYS

A minimum of 6 units with the following distribution:

Required: AN 252, HS 201

Choose 1: GOV 211, GOV 312, SW 292

Choose 1: MI 109, MI 200, NR 224

Choose 1: BI 221, MA 118, PS 201, AN 306 (only for students who have completed one the statistics courses as part of their major)

Choose 1: AN 206, PS 308, SO 306

HUMAN GEOGRAPHY (MINOR)

Human geography allows students to learn a variety of critical and technical skills to understand the spaces and places of our shared world. The interdisciplinary nature of human geography will allow students to choose from a variety of courses in order to focus on key areas of interest, including economic geography, political geography, historical geography, environmental geography and cultural geography

REQUIREMENTS FOR A MINOR IN HUMAN GEOGRAPHY

A minimum of 5 units with the following distribution:

Foundations (2 Units)

AN 106 OR AN 206 AND AN 306

Thematic Focus (1 Unit)

AN 262, AN 240, AN 325, EC 412, HI 273

Electives (2 Units)

EC 306, GOV 205, GOV 251, GOV 350, HI 347, SO 302, SO 306

Environmental Studies (B.A.)

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

Requirements for a Major in Environmental Studies (B.A.)

The Senior Learning Community (SLC) includes a reflective tutorial focused on writing, and experiential component in which the student engages in a hands-on, practical activity and a capstone course. The SLC may be completed in either Anthropology (AN400, AN400E and AN 491) or Biology (BI400, BI400Eand MBC491 or MI 491 or NS 491).

A minimum of 15 units with the following distribution:

1 unit of statistics, 3 units of anthropology, 3 units of social science or humanities electives

2 units of biology, 1 unit of chemistry, 3 units of natural science electives

2 units of senior learning community

Statistics

choose one from the following:

BI 221, MA 108, MA 109, PS 201, SO 234

Social Science and Humanities

AN 106 or AN 206 and AN 306

Choose* one from the following:

AN 234, AN 235, AN 238, AN 240, AN 262, AN 307, AN 325

Choose three additional electives from the following:

GOV 103, GOV 211, GOV 312, EC 305, EC 306, EC 412, HI 216, HI 225, HI 273, HI321, HI 345, PS 244, SO 103, SO 302,

SW 292

Natural Sciences

BI 110, BI 215, CH 111

Choose* two additional elective from the following:

BI 125, BI 213, BI 217, BI 304, BI 319, BI 326, BI 335, BI 413, BI 492, CH 112, CH 540, MI 200, MI 212, MI 512, MI 523 or PY 205

Senior Learning Community

Choose* one from the following:

AN 400, AN 400E & AN 491 or BI 400 BI 400E, & MBC 491 or NS 491

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

graduate goals.

REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES

A minimum of 6 units with the following distribution:

BI 110

At least one course must come from each of three groups (life sciences, physical sciences, social sciences) listed below. A maximum of three courses may be chosen from one group. At least two courses must include a laboratory component.

Courses which may be used to fulfill the minor in Environmental Studies

Life Sciences: BI 110 (required) 215, 326, 335, 413, 492; MI 512, 523.

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

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

REQUIREMENTS FOR A DUAL MAJOR OF SOCIAL STUDIES AND

CHILDHOOD EDUCATION (B.A.)

For the education component of the dual major consult the education section.

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

Exploring Human Communities (4 units)

Chose 1 from: AN 201 or SO 103

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

Exploring World Cultures (3 units)

Chose 3 from: AH 219, AH 220, AH 223, AN 324, AN 235, AN 240, EN310/FR 310, EN 332, GOV

318, HI 120, HI 242, HI 236, HI 330

Exploring American History (2 units)

Chose 1 from: AN235, HI 235, HI297

Chose 1 from: H1 216, HI 229, HI 236, HI 248, HI 249, HI 250, HI 232

Electives (2 units)

Choose and additional 2 units from offerings above

ANTHROPOLOGY COURSE DESCRIPTIONS

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

AN 106 Cultural Geography (S) (UU) (R). *One Unit*. Cultural Geography is differentiated from physical geography by focusing on the distribution and impact of humans on the earth. This introductory course will review the physical structure of the planet's surface, history and techniques of cartography and mapping, and survey the subdisciplines of economic, political, and urban geography. Students will be introduced to geographic theory, complete exercises in basic mapping techniques, and become familiar with national political divisions. Each student will adopt a nation and make regular reports on current events in English-speaking news outlets. *Offered as required.*

AN 201 Comparative Cultures (S) (UU). *One unit.* This course will introduce basic concepts and theories of cultural anthropology, engaging students in an ongoing discussion of what culture means and how it is enacted and reflected in everyday life. The course will focus on the in-depth reading of/ethnographic research/ (case studies of how people live in the world and the kinds of problems they face). Through hands-on activities students will also learn how cultural anthropologists formulate their questions, and how they gather and process ethnograph information, paying particular attention to ethical issues. Students will learn how to think critically about present- day debates on diversity, cultural relativism, the social invention of categories, and other common areas in which the idea of culture is often used. This course provides a foundation for students in fields that utilize or benefit from cultural analysis, including, though not limited to, those majoring or minoring in Anthropology. *Offered fall semester.*

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

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

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

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

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

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

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

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

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

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

AN 262 Disasters in Sociocultural Context (S) (UU) (R) (L). *One unit.* Anthropology and human geography offer particular insights into the social and cultural underpinnings of disasters. Through examinations of case studies in the U.S. and other societies, this class will explore how cultural systems contribute to the unfolding of disasters, as well as providing insight into how cultural resources can contribute to preparedness and improve

recovery. Students will particularly examine how the cultures of institutions influence pre-and post-disaster policies, and will use course materials to produce p olicyanalyses and recommendations for preparedness programs. *Offered fall semester.*

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

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

AN307 Discard Studies (S) (UU). *One unit.* What happens to our trash? To the food we don't eat? To the food that's not sold? What happens to our old electronics? To the byproducts of technological advancement? Students in this course will examine these questions through case studies from the history of anthropology and through modern work by groups like Food Not Bombs and through global environmental justice activism. Students will also learn about facilities in NYC that are trying to change the way we experience waste and apply what they learn in on-campus waste-diversion projects. *Offered alternate spring semesters.*

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

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

AN 345 Practicum in Anthropology (S). *One unit.* This is an intensive exposure designed to provide the student with practical experience in any subfield of anthropological field methods. Students will participate in field research under the direct supervision of a faculty member. Offered summer session as required. *Offered as required.*

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

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

AN 400 Senior Reflective Tutorial (S) (L) (UU) (WW). *One unit.* This course consists of experiential, reflective, and writing components. Students apply their knowledge and disciplinary training to a practical experience. This experience can include 100 hours of participation in any of the following: 1)an anthropological or archaeological field school, 2) an archaeological excavation, 3) a bioanthropological or archaeological laboratory analysis, 4) museum or heritage work, or 5) work with a community partner or government agency in an area of the student's research or career interest. In seeking these experiential opportunities students work in close consultation with their professors to find the most appropriate activity, whether in New York City, in their home town, or abroad. The experiential component may begin before enrollment in the Senior Learning Community courses (AN491 and AN 400). Students will reflect on their experiences and on the connections between their experience, disciplinary knowledge, and professional practice as individuals by recording them in a fieldwork diary, and as a community by sharing them in class. Their experiences will intersect topically with a research paper or grant proposal which they prepare and present to the department, both their professors and their peers, in a conference-style seminar. *Offered as required.*

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

AN 491 Seminar in Anthropological Theory (S) (RR) (UU). *One unit.* This course is the summative course for the major. Students critically examine high points in the development of anthropological theory from the nineteenth century through the twenty-first century, reflecting on the broad influence of many of these theories outside of academia. Among the major schools of thought included are nineteenth century evolutionism, the Boasian reaction and the focus on culture, British and French social anthropology, cultural materialism, symbolic-interpretive anthropology, political economy and ecology, feminist and gender theories, practice theories, and post-modern responses. The course emphasizes small group discussions. Students write a series of short comparative papers throughout the semester which serve as a framework for a major literature review related to their own research and career goals, and which integrates with their final project for AN 400. *Prerequisites: AN 201; AN 202. Offered as required.*

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

AN 593 Independent Study in Anthropology (S). *One unit.* Designed to provide the advanced student an opportunity to pursue an anthropological problem in a relatively independent manner. *Prerequisite: permission of the instructor. Offered as required.*

SOCIOLOGY (B.A.)

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

The goal of sociology is for students to examine—using scientific methods—the inter-relationship between individuals and the social structures and groups to which they belong. But sociologists do not stop at merely observing and acquiring knowledge and data about different social problems, rather they critically engage with the complexities of society, which is one of the first steps toward social change.

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

The Senior Learning Community includes 1. a capstone seminar course (SO 491: Senior Seminar), in which students produce their senior thesis, and 2. the Senior Reflective Tutorial (SO400). The Senior RFT is a semester-long internship with a community, private, or organization where students develop a sense of professional identity. Students conduct a sociological analysis of the goals, organization, processes, and other experiences of their internship site through written logs. In the Senior Seminar, students draw on their acquired knowledge of the discipline to develop and write an independent research project; "their thesis."

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

A minimum of 12 units with the following distribution:

Core requirements 6 units

SO 101 or 103, 233, 234, 343. SO 233 must be taken prior to SO 234. SO 233, 234, and 343 must be taken prior to the Senior Learning Community (SO 400 and 491).

Senior Learning Community—2 units (Prerequisites: SO 233, 234, 343) SO 400, 491.

Concentration requirements—6 units in one of the following concentrations: (Note: "Elective" is any Sociology or Social Work class)

Criminal Justice—6 units

SO 207, SO 305, SO 308; SO 215 or SO306 or SO320; one elective in Anthropology; one elective from department offerings.

Family Studies/Social Work—6 units

SO 301, SO 320; SW 105; SO 215 or AN 201; and two electives from department offerings.

Social Inequality and Social Justice—6 units

SO 215, SO 320; SO207 or SO300 or SO327; SW292 or CE206; SO302 or SO315 or SO325; one elective from department offerings.

Academic Sociology—6 units

SO 315, SO 203, SO 215; one course on social institutions selected from SO 305, SO 300, or SO 301; and two electives from department offerings.

Note: Students who are double majors in sociology and another discipline may choose to complete the senior learning community in either sociology or their other major.

Students who are double majors in sociology and psychology may take their methodology courses in either discipline to fulfill the sociology major requirements.

REQUIREMENTS FOR A MINOR IN SOCIOLOGY

Any 6 units in Sociology and/or Social Work.

COURSE DESCRIPTIONS

SO 101 Principles of Sociology. (S) (O) (Q) (UU). *One unit.* This course is to orient the students to the field of sociology as a scientific study of human behavior and social systems. Students will learn the major theories and research methods in sociology and will apply these theories and methods to analyze some of today's social phenomena, including, social interaction, inequality/social class, deviant behavior and social control, gender/race/ethnicity, marriage/family, social institutions, sexual behavior, population, and globalization. *Offered fall and spring semesters.*

SO 103 American Society and Its Social Problems. (S) (Q) (R) (UU). *One unit*. This course examines the structure and functioning of contemporary American society and specifically emphasizes selected social problems associated with the changing values of the society. *Offered fall and spring semesters.*

SO 201 Courtship and Marriage. (S) (RR) (Q) (UU). *One unit.* An examination of the forms and functions of courtship and marriage patterns in relationship to individual and social needs. Analysis of sex-related roles and the changing patterns of these roles in marriage and courtship. Topic includes marriage as a social institution, union formation, mate selections and preference, dating, cohabitation, cost/benefits of marriage, love and marriage, demand for children, divorce and remarriage, social policy and marriage/family. *Offered as required.*

SO 203 Principles of Social Psychology. (S) (Q) (UU). *One unit.* This course will focus on the individual selves each of us believe we have and how it is we have come to have them. What role has language played in structuring our perceptions of external and internal reality? How have our belief systems shaped our perception? What role does memory have in identity construction? What is sanity? How much do social conventions and social institutions determine our identity? What is the relationship between emotions, society, & identity? What does it mean to live in a ‘postmodern' society where the concept of ‘objective truth' - and ensuing norms structuring morality - are called into question? *Offered as required.*

SO 207 The Criminal Justice System (S) (R). *One unit. T*his course studies the development, structure and practice of our criminal justice system, including criminal law, law enforcement, courts and corrections. *Offered fall and spring semesters.*

SO 208 The Social Implications of Genetics. (S) (L). *One unit.* This course examines the promises and the dangers of the genetic revolution. The decoding of the Human Genome, the biological modification of human, animal and plant life, and advances in reproductive technology, cloning and stem cell research, have opened up a Pandora’s Box. The ethical, legal and social implications (the “ELSI”) of what we "can do" with the genomic research and biotechnology and what we "ought to do" need to be addressed. This course examines the profound changes this biomedical revolution may have on family structure, life expectancy, quality of lives, health and medical expectations, the nature of privacy, criminal justice policy, and the way food is grown. Topics addressed include eugenics, genetic discrimination, behavioral genetics, DNA databanks, reproductive technology, cloning, stem cell research, gene therapy, and genetic enhancements. *Offered as required.*

SO 215 Race, Ethnicity, and Society. (S) (R) (UU) (WC). *One unit.* This course provides an introduction to the sociological perspective of race, ethnicity, and identity. Histories and experiences of different racial and ethnic groups in the U.S. will be discussed. The course begins with the social construction of racial and ethnic categories; prejudice, discrimination, and systemic racism. In addition, racial inequalities in several institutional contexts (e.g. neighborhoods, labor market, criminal justice system) will be examined. Throughout the course close attention will be paid to the relationship between race, power, and social stratification. The course also touches upon social movements and the roles they have played in combating systemic oppression and the fight for racial justice. *Offered fall semester.*

SO 218: Popular Music and Social Change in the 1960s (S) (UU). *One unit.* An exploration of the relationship between the music popular in a particular era in American cultural history and the changes occurring in our society during that time. We will discuss music as a component of culture, changes occurring in the political and cultural spheres, and how music reflects or may even affect events. The class will pay particular attention the 1960s as a case study in both significant social change and a time where popular music reach dramatic new levels of popularity and influence. *Offered as required.*

SO 233 Research Methods I. (S) (LL) (Q) (WW). *One unit.* This course provides an introduction to the logic and skills of scientific research. Topics that will be covered include: the nature of science; theory construction, developing and testing hypotheses, ; research design, ; operationalization, measurement,; random sampling, and

descriptive statistics. The course provides an overview of quantitative and qualitative research methods including survey research, experimental, historical analysis, archival research, interviews, and field research. By the end of the course, students will have a solid foundation in the logic and techniques of scientific research, and be prepared to design and carryout their own research projects in the future. *Offered spring semester.*

SO 234 Research Methods II. (S) (Q) (T). *One unit.* This course provides training in basic statistics for social sciences including: level of measurements, descriptive statistics, normal distribution, confidence interval, hypothesis testing, ANOVA, linear association and the use of personal computers for the statistical analysis of real data by using SPSS. *Offered fall semester.*

SO 270 Criminal Procedure. (S) (R). *One unit*. Criminal Procedure analyzes the delicate balance between the government's need to enforce the criminal law against the rights of the individual to be left alone. The course consists of a study of the criminal justice process from arrest through sentencing. Emphasis will be placed upon the rights of the accused, rights to counsel, search and seizure, and the privilege against self-incrimination. *Offered as required.*

SO 280 U.S. National Security-Introduction to the US Intelligence Community (S) (L) (O) *One unit.* This course examines the United States Intelligence Community (USIC), including structural, historical, and issue perspectives. The course serves as an introduction to the USIC – its organizations, operations and management structure. It also addresses the history of twentieth-century intelligence gathering/covert activities. *Offered fall and spring semester.*SO 291 Special Topics in Sociology. (S). One unit. Discussion and analysis of problems and topics not covered in regular course work. The specific content of the course will remain flexible in response to student and departmental interests. Offered as required.

SO 300 Law and Society. (S) (LL) (O) (RR). *One unit.* This course explains the American civil law system by examining it within the context of broader social issues in society. While this course does introduce undergraduate students to the basic concepts, processes, and institutions of the American civil law system (such as contracts and torts), its main purpose is to examine critically how law affects society and how society affects law. Sociological theories of the relationship between law and society are discussed, and empirical studies of the relationship between "law on the books" and "the law inaction" are examined. *Offered as required.*

SO 301 Marriage and the Family. (S) (L) (WC) (UU). *One unit.* This course explores the family as an emotional, economic, historical and sociocultural institution. Families hold great paradox. On the one hand, they are deeply mundane and an ordinary part of human experience; and on the other hand, families contain incredible drama, vast pain and profound love. They both shape our individual lives and social world, and fundamentally shaped by our society and history. In this course, we will make use of a variety of texts in exploring the family - with a focus on the United States family. We will look at cultural notions of what families "should" be and social realities of what families actually have been/are in terms of partnership, cohabitation, marriage and sexuality, work, popular culture, and law and social policy. Throughout the term, we will consider differences and similarities in the experiences of families across lines of economic status, race, gender, sexuality, immigration/citizenship status. etc, *Offered spring semester.*

SO 302 The Urbanized Society. (S) (UU). *One unit.* The study of contemporary urban life styles, economy and culture. Ecological, population, and urbanization processes. Urban problems of metropolis and megalopolis. *Offered as required.*

SO 305 Criminology. (S) (Q) (RR) (U). *One unit.* This course presents different perspectives on crime, punishment, and the criminal justice system. How should society punish offenders and why? How do we explain the content of the criminal law? How do we explain why people commit crime? How should we measure crime? What should we do to control crime? How should our criminal justice system be organized? *Offered fall semester.*

SO 306 Crossing Borders: Immigration and American Identities. (S) (WW) (UU) (L) *One unit.* This course examines international migration as a social process, with a main focus on immigration to the United States. It provides sociological tools to understand why immigration happens, how it occurs, and what consequences and outcomes it produces. We will explore theories of migration and compare and contrast trends in old world and new world migration systems, as well as the American migration experiences, both from the perspective of the immigrants/refugees and the U.S. receiving population. Overall, the course will compare and contrast the differing immigration patterns and experiences of immigrants and refugees from Asia, Latin America, the Caribbean, Africa, and Europe. *Offered asrequired.*

SO 306L Practicum/Lab for Crossing Borders. *Zero unit.* This is the experiential component to SO306 Crossing Borders. Students volunteer once a week with a local immigrant/refugee organization for at least 2 hours. *Offered as required.*

SO 308 Introduction to Criminal Law. (S) (R). *One unit.* The origins of criminal law are examined in Western society: local, state and federal penal laws; judicial decisions on criminal capacity, criminal capacity, criminal intent and due process. *Offered spring semester.*

SO 309 Military Law. (S) (R). *One unit.* This course is an introductory look into the complex world of military law. The course builds upon the general concepts of criminal justice to examine the similarities and differences between the civilian and military justice systems, to explain why the military has its own special set of laws, and to trace the evolution of today's substantive and procedural military law. O*ffered as required.*

SO 311 Population. (S) (Q) (UU). *One unit.* Population theories and politics; A review of data sources as applied to human life cycle, education, socioeconomic and political processes; Population and social change. *Offered as required.*

SO 315 Social Inequality. (S) (Q) (UU) (WC). *One unit.* This course examines the discipline’s key theoretical approaches to social stratification and inequality, their origins and its maintenance. Major Topics covered include: measures of income inequality, analysis of current income inequality in the United States; racial and gender discrimination and its effect on education and income; and “normative questions on inequality.” In addition, this course identifies structures and consequences of social inequality in the United States through engagement with sociological research on social class, race, ethnicity, gender, immigration, etc. Offered as required.

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

SO 325 Economic Sociology. (S) (L) (R). *One unit.* The application of sociological concepts and methods to a historical analysis of the economy, including the production, distribution, exchange, and consumption of goods and services within a broader social context. Topics addressed include the changing role of markets, corporations, financial institutions, unions, the law, and government as society moves from a preindustrial to an industrial to a post-industrial society. *Offered as required*

.**SO 327 American Legal History. (S) (RR) (UU).** *One Unit.* This course focuses on the development of the U.S. law and legal system in social context from the Colonial Era through the Twenty First Century. The class begins with an overview of the U.S. legal system: its origins, its setup, and its overall functions. Through leading Supreme Court cases and other materials, it examines the Court's attempt to strike a balance between protecting individual's liberties and freedoms against the need for authority and government oversight. From the earliest cases of the Court's term (i.e. Marbury v. Madison) to those handed down in recent years (i.e. Affordable Health Care Act, DOMA), we trace the Court's decisions alongside the political and social movements taking place at that time in the U.S., determining whether the Court was a passive or aggressive force in shaping U.S. history. *Offered as required*

SO 343 Sociological Theory. (S) (RR) (UU). *One unit.* This course stimulates students to think theoretically, critically, and sociologically about their world; teaches them how to read a theoretical text; and provides them a basic competence in sociological ideas and concepts. Foundational works by Karl Marx, Emile Durkheim, Max Weber, and others are read to see how they investigate, question, theorize, and reform their "modernizing" world. *Prerequisite: Sociology 101 or 103. Offered spring semester.*

SO 400 Senior Reflective Tutorial. (S) (WC) (UU). *One unit*. In this course students simulate professional behavior and develop a sense of professional identity through an 8 hour per week experiential practicum at an off-campus placement. Students conduct a sociological analysis of the goals, organization, processes, and other experiences of their agency through written logs leading to a final paper and through participation in a weekly seminar with their classmates and a professor at the college. *Offered spring semester.*

SO 491 Senior Seminar. (S) (L) (O) (WW). *One unit.* In this course students draw on their acquired knowledge of the discipline to develop an independent research project. Specifically, students formulate a sociological research question related to their agency practicum in the Senior Reflective Tutorial, and review current literature on their research question. Then students apply the sociological theories and research methods to develop theoretical arguments and testable hypotheses and to test their hypothesis with empirical data (they may either collect their own data or work with existing data or statistics).Throughout the semester, students meet collectively to present reviews of published literature, make oral progress reports on their research, and peer-edit each other's drafts. The course culminates in a written" conference paper" presented orally at a departmental "conference". *Prerequisites: SO 343 Sociological Theory, SO233 Research Methods I and SO 234 Research Methods II. Offered spring semester.*

SO 493 Undergraduate Research in Sociology. (S) (L) (R) (WW). *One unit.* In an effort to give students another perspective on the discipline of sociology, in this course, advanced standing students have the opportunity to do focused research on a topic related to a sociology faculty member's own teaching and scholarship. The student does a minimum of eight hours per week of supervised research on a selected topic. This course is made available by instructor's permission to advanced and high-standing undergraduate students, majoring in sociology, and particularly those planning to go to graduate school in sociology or/and social work. In the course, the upper level student fulfills such duties as helping the faculty member to develop their research in a given area

and taking part in a particular class taught by the faculty member. The course culminates in a research paper using the format of a sociology journal, and having a minimum of fifteen scholarly references. The student gains advanced research experience and the opportunity to work closely with a Wagner College faculty member. Senior standing and permission of the instructor. *Offered as required.*

SO 497 Internship in Sociology. (S). *One or Two Unit(s).* Sociology majors can do an internship for credit. They need to speak to their advisor and complete this application before they begin their internship*. Offered as required.*

SO 593 Independent Study. (S). *One unit.* Supervised independent research projects developed by the student, with faculty advisement. Restricted to advanced sociology majors. *Offered as required.*

SOCIAL WORK COURSES

SW 105 Introduction to Social Work. (S) (R) (U) (O). *One unit.* This course provides students with an introduction to the field of social work and to the various methodologies social workers use in their efforts to help their clients negotiate the social welfare system. The complexities of the social welfare system are presented and contemporary issues in welfare structure and service delivery are discussed. Career opportunities in the social welfare field will be considered. Offered fall and spring semesters.

SW 211 Social Work Practice with Individuals and Families. (S) (UU) (O) (WC). *One unit.* The history, theory and techniques of social work practice with individuals and families. Discussion and demonstration of the social casework and problem-solving methods, and the contemporary psychotherapeutic approaches used in current social work practice in a variety of settings; e.g., community mental health, schools, probation, hospitals, nursing homes. *Offered as required.*

SW 292 Introduction to Social Policy. (S) (UU) (WW) (L). *One unit.* Examines problems and concepts of the policy process in the U.S., exploring the political, economic, and institutional frameworks which structure public welfare choices. This course covers problem and need analysis, policy analysis, program development, and program evaluation. *Offered fall semester*

SW 295 Social Fieldwork. (S) (WC) (U). *One unit.* This course provides an introductory supervised training experience in an off-campus organization or non-profit agency. A sociological and anthropological analysis of the goals, organization and processes of agency environment is emphasized. In placement, students simulate professional behavior and develop a sense of professional identity. Students work as least 13 weeks at their agency, analyze their experience through written assignments, and participate in a weekly seminar at the college. *Offered as required.*

SW 492 Special Studies in Social Welfare. (S). *One unit.* A seminar course, the content of which is determined by the instructor. Special studies in social welfare methods of theory. Offered as required.

CIVIC ENGAGEMENT (MINOR)

Civic and community involvement is a central part of the Wagner Plan. The Civic Engagement Minor helps students develop a civic identity and provides future employers with concrete evidence of students' commitment and experience in civic engagement. Students will also gain a better understanding of social responsibility and social justice, and acquire multicultural civic skills. The minor consists of two core courses CE206 Civic Engagement Leadership and GOV103 American Government and Politics or SO103 American Society and its

Social Problems where students become acquainted with different meanings of leadership and citizenship as well as civic thinking and major social issues in today's society. In their **selected concentrations** students gain more theoretical knowledge about a particular issue. Finally, in the **two** mandatory **internship classes** (CE300 and CE400) students apply what they have learned in the classroom in community placements that are reflective of their concentration; in CE300students intern with a community organization off campus, while in CE400 they are placed with a civic engagement initiative such as the Food Recovery Network, Holocaust Center, Wagner Votes, etc. on campus, so they can "bring back" the skills and knowledge to Wagner to share it with their peers and inspire them to become civically engaged

.**REQUIREMENTS FOR A MINOR IN CIVIC ENGAGEMENT**

The minor consists of six (6) classes.

Four (4) core courses and two (2) from the selected concertation

Core Courses:

CES206 Civic Engagement Leadership

GOV103 American Government and Politics SO103 American Society & Its Social Problems

CE300 Civic Engagement Internship I (OFF campus)

CE400 Civic Engagement Internship II (ON campus)

Concentrations:

All students need to choose one (1) of the following concentrations; and take two (2) courses from the

selected concentration

I. Arts, Media, Film

AR221 Museum and Gallery Studies

FM221 Video Editing

FM222 Introduction to Documentary Filmmaking

JR261 Reporting in the New Age of Journalism

JR321 Dying to Tell the Story

TH229 Devised Theatre

TH290 Play Writing

II.Environment & Sustainability

BI110 Environmental Biology

AN325 Culture, Power, and Place

AN206 People and the Environment

EC306 Economics of the Environment

HI273 Environmental History of New York

SO302 The Urbanized Society

PS305 Experimental Psychology: Environment

III.Public Policy

SO103 American Society & Its Problems

GOV211 Public Administration

GOV316 Constitutional Law

SW292 Intro to Social Policy

PH109 Political Philosophy

PH203 Ethics and Society

IV.Health

SW105 Intro to Social Work

AN252 Culture, Health, and the Body: Introduction to Medical Anthropology

HS201 Healthcare System

PH202 Medical Ethics

NR472 Community Health Nursing

NR224 Health and Nutrition

PA462 Clinical Practice in Primary Care & Community Health

PA463 Clinical Practice in Primary Care & Adolescent Medicine

PS252 Health Psychology

PS315 Principles of Counseling Psychology

V.Refugees & Immigration

AN201 Comparative Cultures

AN325 Culture, Power, and Place

AN234 Land of the Inca: Peru Past & Present

AN236 Cultures of the Caribbean

Modern Language class (NOT taught in English translation)

SO306 Crossing Borders: Immigration & American Identities

Identities and Inequalities

HI236 History of Civil Rights

HI334 Nazi Germany and the Holocaust

PS241 Psychology of Gender

EN216 African American Literature

EN314 Decolonizing the Mind

EN342 The Contested South

SO215 Race, Ethnicity and Society

SO306 Crossing Borders: Immigration & American Identities

SO320 Sociology of Gender

AN201 Comparative Cultures

AN251 Sex, Gender, and Culture

ADMINISTRATION OF THE MINOR:

The academic oversight and administrative responsibility lays with the faculty director of the Civic Engagement. Changes to the minor are approved by the Committee for the Civic Engagement Minor which is composed of faculty who have been actively involved in civic engagement on (and off) campus and in their classes (and the director of the Civic Engagement minor).

CE010: Fall 1st year Bonner Seminar: Exploring Identity and Place. *Zero unit.*In the fall term of freshmen year, students explore and find issues and causes in which they can make a difference through service while also learning. They intentionally engage in thinking about identity, learning about themselves and each other, and getting to know the places surrounding the campus where they will engage. The four sessions in this theme support these aims. The first capstone workshop also focuses on exploration. It introduces the capstone concept and inspiring examples, letting freshmen identify and discuss their potential academic, career, and personal interests. *Offered fall*

CE015: Spring 1st year Bonner Seminar: Moving from Service to Solutions. *Zero unit.* In the spring term of freshmen year, students are introduced to a more comprehensive understanding of civic and community engagement. As they find a regular position and a site, they can think critically about how their service and agency are making an impact. These sessions will teach students a philosophy and approach for identifying

solutions to the issues they are confronting and understanding how they might contribute to solutions. The second capstone workshop builds on the first, allowing freshmen to revisit their long-term interests for their four years. *Offered spring*

CE020: Fall 2nd year Bonner Seminar: Leading Teams. *Zero unit.* During the Fall Semester of sophomore year, students continue in a regular service position while beginning to take on leadership roles. In this, they develop a sense of civic agency and identity. Students may begin leading and managing other volunteers or peers or taking on more sophisticated roles. These workshops will help prepare them for service leadership. The third capstone workshop allows students to look ahead, with an introduction to capacity building projects. Students begin to understand the multitude of project types that they can engage in with community partners, which can prepare them for conversations about their positions and projects. *Offered fall*

CE025: Spring 2nd year Bonner Seminar: Know Your Issue. *Zero unit.* In the second term of sophomore year, students can begin to be introduced to a more comprehensive understanding of civic and community engagement. As they find a regular position and a site, they can think critically about how their service is making an impact. These sessions will teach students a philosophy and approach for identifying solutions to the issues they are confronting and understanding how they contribute. The second capstone workshop builds on the first to revisit long-term interests for their four years. *Offered spring*

CE030: Spring 3rd year Bonner Seminar: Building Organizational Capacity. *Zero unit.* In the sixth term, students have completed nearly three years of engagement and worked on different levels. Now, they begin to think about their own upper-class experiences and future pathways. A systems view on their community engagement work can help students as they both take on higher level roles with partners, complete more challenging academic work, and prepare for options after graduation. Through positions and education that help them appreciate how they are building organizational and community capacity, they can think critically about the impacts of their work and their potential future pathways, including careers. The capstone workshop prepares students to implement their planned project (co-led by Instructor of record for CE300 and Senior Bonner Intern). *Offered fall*

CE040: Spring 4th year Bonner Seminar: Preparing for Civically Engaged Lives. *Zero unit.* Senior Bonner students are getting ready to graduate and turning their attention towards the future. In this semester, Bonner Leaders will be guided by an appropriate advisor (either through the CE Minor or their major) to complete capstone projects and reflect on their entire Bonner experience to create and share a Presentation of Learning. These workshops will support students to reflect on their college learning as a whole and be further prepared to pursue post-graduate goals and succeed. They especially emphasize reflective, integrative, and communication skills. The final capstone workshop (done after projects are completed) helps students write and share their Bonner learning through publications, essays, resumes, and other avenues. Offered fall

CE206 Civic Engagement Leadership. (H), (R), (UU) (WC). *One Unit.* The Civic Engagement Leadership course will critically explore the meanings of leadership, citizenship, and the public good through readings related to the scholarship of citizenship and leadership. Students will, through exposure to community partners and reflective writings, develop their own citizenship and leadership plans in the context of a democratic public life. *Offered fall and spring semesters.*

CE300 Civic Engagement Internship. (UU). *One Unit*. 100-hour internship OFF campus (in the area of students' concentration within the Civic Engagement Minor). In addition, this class will meet for 1.5hours every week to implement the Bonner curriculum for juniors as well as help students to develop civic professional identities. *Prerequisites: CE206 and GOV103. Offered Fall.*

CE400 Civic Engagement Internship (II). (O), (UU). *One unit*. 100-hour internship ON campus (in the area of students' concentration within the Civic Engagement Minor), possible placements include, but are not limited to: Food Recovery Network, Composting, Holocaust Center, Performing Arts Department, Wagner Votes, Counseling Center). This class will meet for 1.5 hours every week to implement the Bonner curriculum for seniors, help students to further develop civic professional identities, and prepare their Bonner Senior capstone presentation (for non-Bonners, that would be a presentation as well). *Prerequisites: CE206, GOV103, and CE300. Offered Fall.*

Program Curriculum Requirements

VISUAL ARTS

VISUAL ARTS

The Visual Arts Department offers the following programs:

Please note that these programs are available only to students who matriculated prior to the fall 2025 academic year.

● Art and Design (B.A., minor)

● Dual degree in Art and Early Childhood Education (B.A.; housed in Education Department)

● Art History (B.A., minor)

● Film and Media (B.A., minor)

The Department of Visual Arts provides much more than a traditional art or film school; it offers the chance to study the visual arts and cinema while obtaining a liberal arts education. Consisting of experienced practicing artists, filmmakers, and art historians with a strong commitment to teaching and scholarship, it hosts a full curriculum of courses in three disciplines. Students develop their visual and analytical talents while gaining the breadth of knowledge, intellectual curiosity, and writing skills that only a liberal arts education can provide. The Art and Design program includes study in Drawing, Painting, Printmaking, Sculpture, Photography, Ceramics, and Graphic Design. Students develop and hone observational, practical, and analytical skills, while developing their own artistic voices both in and outside of the classroom. Experiential study provides students with the opportunity to reflect on their work and to be independently motivated and engaged in the field through a gallery exhibition. The Art History program introduces students to global and local visual traditions. Introductory courses and advanced seminars are offered in an array of sub-disciplines including Modern and Contemporary Art, Medieval Art and Architecture, 19th Century Urbanism, Islamic Art and Architecture, Egyptian and Near Eastern Cultures, and Ancient Mediterranean Civilizations, as well as in thematic courses such as Gender in the Visual Arts, Portraiture, and Artists in Exile. In addition to the selection of art history courses, courses in the studio arts and languages provide students with needed skills and experience. Students study works firsthand and conduct independent research through required internships at New York’s premier museums, galleries, and art

collections. The Film and Media program introduces students to artistic and academic approaches to films and audiovisual media, while exposing them to filmmaking and related industries in New York City and further afield. Courses provide students with the opportunity to make their own films; analyze films from aesthetic, political, social, and historical perspectives; and employ their media skills in the contexts of industry, creative production, and civic engagement.

ART AND DESIGN (B.A.)

Housed in the Visual Arts Department, the Art and Design major develops students' artistic, visual, and technical skills for careers and graduate studies in studio art, graphic design, and other professional fields including art therapy, art direction, animation, website design, and museum/gallery positions. The major encourages original forms of visual expression as vital means of communication. Majors are introduced to the fundamentals of drawing, painting, graphic arts, and art history, as well as diverse media, including sculpture, printmaking, photography, and new media. The senior curriculum culminates in the exhibition of students' original artwork. Majors also develop their critical analytical skills in a written thesis. On-campus resources include the Spotlight and Union Galleries, where students are regularly exposed to the work of professional artists and exhibit their own artwork; fully equipped analog photography labs; printmaking studios; and computer labs. Off-campus opportunities include internships at New York City art venues and organizations. The Art and Design program builds on our proximity to major museums, galleries, and collections, facilitating students' access to the most vibrant creative community in the world.

REQUIREMENTS FOR A MAJOR IN ART AND DESIGN (B.A)

The minimum requirement for declaring an Art and Design major is a 3.0 GPA and a meeting with a full-time Art and Design faculty member, who reviews and discusses the student's prior work and interests with them before admitting them to the program. The student will then be assigned an advisor within the department.

A minimum of 12 units with the following distribution:

Core Art & Design Requirements (4 units)-

AR100 Introduction to Studio or AR105 Drawing I

AR205 Drawing II

AR208 Painting I

AR203 Graphic Design I or AR213 Printmaking I

Core Art History Requirement (2 units)-

1 Art History survey course (either AH109 or AH118)

1 Art History elective course (200 level or above)

Art & Design Electives (4 units, of which 1 must be 200 level)-

AR106 Ceramics I

AR114 Photography I

AR130 Digital Photography

AR200 Making and Seeing Art in New York

AR203 Graphic Design I

AR204 Sculpture I

AR206 Ceramics II

AR213 Printmaking I

AR214 Photography II

AR220 Beastly Art

AR221 Museum and Gallery Studies

AR234 Illustration

AR291 Special Topics

AR308 Painting II

AR313 Printmaking II

Senior Learning Community (2 units)

AH490 or AH491 Senior Capstone Course in Art History

AR400 Reflective Tutorial in Art and Design

DUAL MAJOR IN ART AND CHILDHOOD EDUCATION (B.A.)

For the education component of the dual major consult the Education section. The art component of the dual major consists of a total of 10 units including the following courses:

AR 105 Drawing I

AR 106 Ceramics I

AR 114 Photography I

AR 203 Graphic Design I or AR 213 Printmaking I

AR 204 Sculpture

AR 205 Drawing II

AR 208 Painting I

Any additional Art and Design (AR) course, depending on student's interest

AH 109 Art History or Histories?

AH 118 Introduction to Art History

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

REQUIREMENTS FOR A MINOR IN ART AND DESIGN

A minimum of 6 units with the following distribution:

- AR102 Introduction to Studio or AR105 Drawing I
- 5 Art and Design Electives

ART AND DESIGN COURSE DESCRIPTIONS

* a non-refundable lab fee is required

AR 100 Introduction to Studio. (A) (CC) *One unit.* Introduction to Studio exposes students to contemporary studio art practice. Student will develop basic drawing skills and basic color and design skills that will help form a foundation for further work in all the arts including painting, printmaking, graphic design, and advanced drawing. Students will learn about the processes and disciplines of different media and gain experience with a variety of art materials and their unique qualities. Students will also be exposed to a variety of visual art in class and on field trips that may include visits to museums, galleries, and artist studios. Students will complete art projects in response to these experiences, either by using similar materials or themes or processes. *Offered every year.**

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

AR 106 Ceramics I. (A) (CC) *One unit.* A studio course which introduces the techniques of ceramics, including hand-built constructions and/or forms thrown on the potter's wheel. Experience with glaze preparation and kiln firing. *Offered every year.**

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

AR 130 Digital Photography I. (A) (CC) (TT) *One unit.* An introduction to the basic techniques and aesthetics of digital photography including cameras, tools, printing and on-line imaging. *Offered everysemester.**

AR 200 Making and Seeing Art in New York. (A) (CC) (WC) *One unit.* This course incorporates the experiences of seeing art in New York City with making art inspired or based on these experiences. Students will visit or attend a variety of art venues in New York City that may include galleries and museums, art fairs, outdoor installations and street art, lectures and events, and artist studios. The work we see in and out of class will primarily be contemporary art. Students will have a chance to speak with artists and gallery directors. In-class art projects will be created based on materials, techniques, and themes we encounter. This class offers a mix of art appreciation,

business side of art, studio art and readings in contemporary art. P*rerequisites: one other studio art class or permission of the instructor. Please note that you will need to allow extra time for travel to and from the city on many occasions. Offered every other spring.**

AR 201 Beastly Art. (A) (CC) (O) *One unit.* Make, see and experience art all involving the subject of animals. Students will draw directly from taxidermied and live animals at zoos, the Natural History Museum, the New York Aquarium and other locales. From these studies students will create specific projects in and out of class using a variety of materials and techniques to explore how and why animals are presented in art. Additionally we will visit a variety of art venues in New York City to see ways artists have used animal imagery. We will examine political art that engages ideas of animal rights, and art that uses animal imagery as metaphors for human emotions. Please be aware that this course involves extra travel time to and from the city on many occasions. Prerequisite: One other studio art course (preferably Drawing I) or permission of the instructor. *Offered every other year.*

AR 203 Graphic Design I. (A) (CC) (TT) *One unit.* Graphic design occupies an expanding and ever-evolving territory at the intersection of verbal and visual language. Its media spans everything from websites to postcards, film to signage, typefaces to billboards, networks to systems. This course will teach you the fundamental principles of graphic design: image making, typography, composition, working with color and shape. *Offered every semester.**

AR 204 Sculpture I. (A) (CC) *One unit.* The course introduces students to working in three dimensions. A variety of media may be utilized. *Offered fall semester.**

AR 205 Drawing II. (A) (CC) *One unit.* his course will further explore ideas in drawing. Work from: a live model, historical paintings, sketches, other venues, and imagination. This course will include field trips to see examples of contemporary and historical drawings in museums/galleries. We will use different and varied media such as charcoal, paint, and collage. Prerequisite: AR102 or AR105 or AR208 or permission of the instructor. *Offered every other year.**

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

AR 208 Painting I. (A) (CC) *One unit*. Learn the basics of oil painting: how to mix colors, how to observe forms in space, how to translate a 3D colorful world onto a flat canvas. Develop or practice basic drawing skills. This course will include field trips to museums and galleries in New York. *Offered every year.*

AR 213 Printmaking I. (A) (CC) (T) *One unit.* Major emphasis on the intaglio and woodcut processes, etching, engraving, dry point, aquatint, and mezzotint. Collograph and monotype, as well as other techniques, are explored. *Prerequisite: AR 105 or permission of instructor. Offered every year.**

AR 214 Photography II. (A) (CC) *One unit.* A continuation of Photography I. Explores more sophisticated techniques and methods. *Prerequisite: AR 114. Offered as required.**

AR 220 Beastly Art. (A) (CC) (O) *One unit.* Make, see, and experience art all involving the theme of animals. Students will draw directly from taxidermized animals at Wagner and at the Natural History museum, as well as live animals at zoos and the aquarium. (We may even draw pot-bellied pigs one afternoon in Pennsylvania!) From these life studies students will create specific projects in and out of class. We will use a variety of materials and techniques to explore how animals are presented in art and for what purpose. We will visit a variety of art venues in New York City to see ways artists have used animal imagery. We will examine political art that engages ideas

of animal rights, and art that uses animal imagery as metaphors for human emotions. The course includes a research project on an artist who focuses their work on animals. Please be aware that this course involves extra travel time to and from the city on many occasions. *Prerequisite: one other studio art class (preferably AR 105) or permission of the instructor. Offered every other spring.**

AR 221 Museum and Gallery Studies. (A) (C) (O) (WC) *One unit.* This course introduces students to contemporary thought and practice in the making, exhibiting and marketing of visual art. . The display of art throughout history and its relation to and impact on society will be investigated. Through essays, class discussions and field trips to local galleries, museums and auction houses, students will explore the importance of context and presentation in how works of art are perceived by the public. Students will design and install an exhibit in the Wagner College Gallery. This course is ideal for any student interested in visual culture, the arts, history, or marketing. *Cross-listed as AH 221 and HI 240. Offered as required.*

AR 234 Illustration and Story making. (A) (CC) (WC) *One unit*. This class is designed to explore the complete spectrum of premises related to character creation, design and how to successfully integrate them into the production of Graphic Novels, Comic Books, Children's Books, Concept Art and an Editorial Series, as well as, to showcase a unique style and voice. This class will emphasize the ability to write both visually and verbally in order to create complex and memorable characters and integrate them into visual stores. *Prerequisite: AR 105 or permission of instruction. Offered as required.**

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

AR 308 Painting II. (A) (CC) *One unit.* Students continue to explore issues of space, color and form with oil paint. Students will work in a variety of sizes and styles, focusing on recognizing and developing their own voice. In-depth critiques are part of this class, as are occasional field trips to see paintings in Manhattan or New York City. Group work as well as non-representational painting will be explored. Prerequisite: AR 208 or permission of the instructor required. *Offered every year.**

AR 313 Printmaking II. (A) (CC) (TT) *One Unit*. Printmaking II builds on the foundational skills from AR 213 Printmaking I, advancing students' proficiency in complex intaglio techniques. The course introduces intricate processes such as aquatint, sugar-lift, viscosity printing, and multi-plate color printing, while also exploring digital methods like laser cutting, engraving, and 3D printing for platemaking purposes. Students will gain skills in blending traditional and digital printmaking techniques, concluding in the creation of their own professional print editions. Prerequisite: AR 213 or instructor's approval. *Offered Fall and Spring*.

AR 400 Reflective Tutorial in Art and Design. (A) *One unit.* The senior reflective tutorial in Art and Design culminates in the exhibition of students' work. The experiential component will consist of students working independently in their studios to produce a body of art or design work for public exhibition. During weekly informal group discussions and regular formal critiques, students will reflect on their experiences in the studio and share responses to each other's work. Required of graduating Art and Design majors. *Offered spring semester.*

ART HISTORY (B.A.)

Housed in the Visual Arts Department, the major in art history introduces students to a broad range of issues, skills and practices in the field of visual studies with a focus on works of art and architecture. The curriculum is designed to familiarize students with some of the major periods in both Western and Global art history as well as the compelling methodologies and questions of the art historian. Courses train the student in formal and visual analysis and guide them in examining works of art and architecture within appropriate contextual and cultural frameworks. Multiple opportunities to study works first-hand and to conduct research are incorporated in the curriculum. The major prepares students for careers in the arts including museums and art institutions as well as for entrance to graduate programs in the field, but is an excellent choice for any student who wishes to be visually literate, providing key skills useful in a variety of professions and life experiences. The Senior Learning Community includes 1. a capstone seminar course (AH 491: Contemporary Art or AH 490: Imagining the Individual: What is Portraiture?), in which students produce their senior thesis ,and 2. the reflective tutorial (AH400). The RFT is a semester-long intensive internship in the field at an art museum, gallery, architectural site, public arts organization, or advocacy group. While the capstone course provides students with the necessary theoretical background and research skills for graduate study or careers, the internship provides hands-on experience and practical skills.

REQUIREMENTS FOR MAJOR IN ART HISTORY (B.A.)

A minimum of 12 units with the following distribution:

Core Art History requirements 4 units as follows:

AR 105, any other Art and Design (AR) elective, AH 109, AH 118

One of the following Western Art History courses (1 unit):

AH 211 (Renaissance and Baroque), AH 215 (American Art History), AH 324 (Women in the Visual Art)

or AH325 (Medieval Art),

One of the following Global Art History courses (1 unit):

AH 219 (Egyptian Art and Architecture), AH 220 (Islamic Art and Architecture),

AH 223 (City and Empire: Ancient Near Eastern Art and Architecture),

AH 301(Art and Narrative), AH 302 (The Assyrian Empire)

Art History electives (2 units)

Cognates (2 units)

2 semesters study in a foreign language

The following courses are strongly recommended for art history majors:

AR221 (Museum and Gallery Studies)

AN212 (Archaeology)

AA250 (Arts Management)

Senior Learning Community in Art History (2 units) to be taken in junior or senior year:

AH 400

AH 490 OR AH 491

In addition, Art History Majors will complete the following:

• Senior Thesis (written in capstone course)

• Senior Reflective Essay (written in Senior RFT)

• Assessment Portfolio (2 exams, 1 research paper, Senior thesis: submitted spring of Senior year)

REQUIREMENTS FOR A MINOR IN ART HISTORY

A minimum of 5 units including AH109, AH118 and three additional Art History electives.

ART HISTORY COURSE DESCRIPTIONS

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

AH 112: Nineteenth and Twentieth Century Art (online) (A) (C) *One unit.* This online course introduces you to some of the most important movements in Modern European Art. We will study the origins, aims and style of each movement and attempt to understand it in the broader context of its social, political and aesthetic context. We will also study the changing role of the artist, new audiences for art and the impact of major modern events and phenomena, including Revolutions, World Wars, the rise of cities, the ideas of Nietzsche and Freud, the spread of mass media, and changing concepts of sexuality. Throughout students will be introduced to art historical vocabulary and concepts and learn to analyze both the subject and form of modern works of art and to recognize the particular features and contributions of each movement. Students who have taken AH 213 From Impressionism to Surrealism may not receive credit for this course. *Offered summer session online only.*

AH 118 Introduction to Art History: The Ancient World from a Global Perspective. (A) (C) (R) (U)*One unit.* This course is designed to introduce students to the diverse variety of ancient material culture around the world. We will examine the artifacts, architecture, and art of ancient Mesopotamia, Egypt, the Aegean, Mesoamerica, Africa, India, China and Far East Asia, Greece, Rome, Byzantium, and the Islamic world. The lectures will follow a geographical and chronological framework, examining each culture from the early formative periods (third millennium BC), through classical antiquity (Greece and Rome included), up through the medieval periods. Throughout the course we will move from one region to another and back again, comparatively analyzing cultures as they develop and come into contact with one another. The goal of the course is to leave the students with a basic knowledge of ancient and non- western civilizations, as well as the ability to compare the ancients' use of

visual expression to our modern concepts of art and architecture, and an introductory knowledge of art historical and archaeological methodologies. This course will consist of class lectures, visits to various museum collections, and class discussion. *Offered every year, including during online summer session.*

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

AH 213 From Impressionism to Surrealism. (A) (C) (R) *One unit.* From the mid-nineteenth century to WWII, visual artists in Europe overturned every existing rule and completely altered our understanding of what art is and what it could be. Although art was no longer a “mirror”; of reality, these works profoundly reflected the enormous social, political, philosophical and scientific changes of the period. We will look at how the phenomena of Modernism, from the rise of the metropolis, to political Revolution, to changes in the concept of time, space, sexuality and human nature are revealed in the paintings, sculpture and architecture of the period. Movements to be studied include Impressionism, Symbolism, Expressionism, Futurism and Surrealism. We will come to an understanding of the period through readings, websites, films, presentations and firsthand study of works in New York City Collections. *Offered fall semester.*

AH214 History of Western Architecture. (C) (O) *One unit.* This course will survey the evolution of Western architecture from the prehistoric period to the present day. Students will be introduced to the basic language of architecture, as well as examining the social, political, economic, technological, and religious factors that have shaped the distinctive phases and styles of architecture throughout Western history. *Offered as required.*

AH 215 American Art History. (A) (C) (R) (UU) *One unit.* In this course we look at a number of selected themes in American art and culture, examining how they have been explored in the past and continue to be explored in the 21st century. Rather than a typical chronological survey, each week we explore a topic that artists have returned to over and over again from colonial times to the present. We first examine the topic in an older period, and then how this theme or topic manifests itself in the present day. In this way, the art of the past becomes relevant to our own lives, and at the same time we see how the visual culture of today is rooted in ideas that have been around for as long as this nation has existed. While the first part of each pairing focuses on fine art (painting, sculpture and architecture) from the past, the second part looks at visual artistic media from today including painting, photography, films, advertisements, blogs, installations etc. Topics include: Fashioning the Self in Portraiture; Art and Democracy; The “Demonized” Other in American Art; The Sacred Wilderness; Art and War; The Old Gilded Age and the New; The Gritty City; Inequalities: Art in the Depression; America as Shopping Mall: Art about Consumer Culture. *Offered as required.*

AH 219 Egyptian Art and Architecture. (A) (R) (U) *One unit.* Ancient Egypt is unique among ancient world civilizations; it contributed seminally to artistic expression in both the western and non-western worlds. This course examines the birth and development of ancient Egyptian culture by examining major monuments of architecture, sculpture, and painting from the Predynastic Period through the New Kingdom. It places the

development of the powerful and sometimes enigmatic forms of Egyptian art in the context of the culture that created them, considering such factors as religion, politics, and philosophy. Students will engage the material through lectures, reading material, writing assignments, and museum trips. *Offered every other year.*

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

AH 221 Museum and Gallery Studies. (A) (C) (O) (WC) *One unit*. This course introduces students to contemporary thought and practice in the making, exhibiting, and marketing of visual art. The display of art throughout history and its relation to and impact on society will be investigated. Through essays, class discussions and field trips to local galleries, museums and auction houses, students will explore the importance of context and presentation in how works of art are perceived by the public. Students will design and install an exhibit in the Wagner College Gallery. This course is ideal for any student interested in visual culture, the arts, history, or marketing. C*ross-listed as AR 221 and HI 240. Offered every other year.*

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

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

AH 225 Art of the Twenty-First Century. (A) (C) (R) (WC). *One unit.* In this course we explore a wide array of artists and the varied means of expression they use from drawing to mass media to bio-engineering. We will navigate the contemporary art world by looking at a different theme each week such as: postmodernism, the body, time, space, identity, technology, consumerism, spirituality, political activism and more. The course includes lectures, engaged discussions, readings, films, and guest lecturers.

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

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

AH 303: Monumental Expression in the Ancient World. *One unit.* **(A) (C) (RR) (WC)** One unit. Architecture excites our visual sense, as well as hearing, smell, touch, and even taste. We will explore various moments in antiquity where cultures (Mesopotamia, Egypt, Greece, Rome, Byzantium and early Islam) used a sensorial stage to motivate communities through costume, moveable artworks, ritual behaviors, feasting, and even perfume and incense. Students will become a more active member of the sensorial world that surrounds them. *Offered as required.*

AH 305: Bodies in Motion: the Human Form in Artistic Expression (A) Human identity and cognition are grounded in perception of our own bodies; we have always been fascinated with how we look, move, and perform in the world. This class will examine how, as early as prehistory, we have conceived of our bodies as art and through art by exploring concepts such as tattooing, athleticism, anatomy, performance, painting, and sculpture. We will do so through exploring conceptions of the human form in cultures from antiquity (Mesopotamia, Egypt, Greece and Rome),through modernity (the Enlightenment, medical practice, and modern dance and theatre)**A**

H 310 Art and Aesthetic in the Third Reich (A) (WC) (RR) (L) One of the most murderous regimes in history, the Third Reich was also one of the most deeply invested in all areas of art and aesthetics. Beyond the realm of producing propaganda in every medium, from posters to film to processions, the Nazis stole or destroyed millions of works of art throughout Europe, planned the redesign of many major cities, held the most highly attended "art" exhibit ever held and attempted to control every facet of the visual arts. This course proposes that we cannot fully understand National Socialism without understanding the aesthetic ideology of the party and of Adolf Hitler and shows how "culture was not only the end to which power should aspire, but the means of achieving it." Topics

to be explored include Hitler's youth as a struggling painter in Vienna and his rejection from the Art Academy; the systematic expropriation of Jewish art collections and the works of foreign museums; Albert Speer's plans for a newly designed Berlin; the 1937 Degenerate Art exhibit; the carefully designed parades, processions and rallies; and recent law cases to have stolen works of art restored to their rightful owners. The course ends with a look at memorials and museums dedicated to the Holocaust and ask whether it is possible for art, in any form, to illuminate one of the darkest chapters in human history. Course includes visits to relevant special exhibitions and museums. *Offered as required.*

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

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

AH 326 Cities and Perversities: Art in Turn-of-the-Century Paris, Vienna. (A) (C) (RR) (U) *One unit.* This course focuses on art in the fin-de-siècle in three major cosmopolitan centers: Paris, Vienna, and Berlin, with occasional stops in Belgium, Norway, and England. Styles discussed include Expressionism, Symbolism, Post-Impressionism, Art Nouveau, and Jugendstil. The art of the period is explored in relation to issues of national identity c. 1900 and as a response to the shock of metropolitan life, a phenomenon experienced by artists in all three cities. These issues include attitudes toward sexuality, the rise of the crowd, alienation, the impact of psychoanalysis, escapism, and the withdrawal to the interior. We will also study the interrelation between painting, sculpture, architecture, design, and the popular arts in this period. The course attempts to understand better the shared visual language of turn-of-the century Europe, while illuminating the special contributions and characteristics of the art of each city. *Offered every other spring.*

AH 397 Internship. (A) The internship in Art History exposes students to professional opportunities available within the discipline, for example at an Art museum, gallery, architectural site, public arts organization, or arts advocacy group. Internships will require a minimum of 100 hours per semester, the keeping of a weekly journal and the completion of a reflective paper at the end of the internship. *Offered as required.*

AH 400 Reflective Tutorial in Art History. (A) *One Unit.* The senior reflective tutorial focuses on the Senior internship experience. This internship allows the major to use their accumulated knowledge in an experiential setting and providing insight to possible career paths they may wish to pursue. Students will actively seek these internships with the aid of their advisor. They are expected to spend 2-4 days per week working at an institution, assisting with various projects with professional staff, documented in a journal. At the end of the internship they are expected to complete a reflective paper. Required of art history majors in their senior year. *Offered as required.*

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

AH 491: Contemporary Art. (A) (C) (LL) (RR) *One unit.* This course familiarizes students with contemporary art practice, debates in art theory and criticism and the most important issues facing the artist today. We will examine the work of diverse artists in the context of larger social, political, economic and aesthetic issues. In addition, we will look at issues such as the role of the museum today, censorship and the impact of the internet on contemporary art making. The works of important contemporary critics and theorists are explored. Non-majors must have the permission of the instructor to register for the course.*Offered as required.*

FILM AND MEDIA (B.A.)

Housed in the Visual Arts Department, the Film and Media major introduces students to artistic and academic approaches to film and media, while exposing them to filmmaking and related industries in New York City and further afield. Courses provide students with the tools to make their own films, analyze films from aesthetic, political, social, and historical perspectives, and employ their skills through creative production, industry, and civic engagement. Designed to be interdisciplinary, the Film and Media program emphasizes film as an artistic and creative process pursued by trained professionals. The major culminates in a yearlong Senior Learning Community that accompanies the student's production of a short film or similar project and consists of the Capstone Course in Film and Media (FM490) and a Reflective Tutorial in Film and Media (FM 400).

REQUIREMENTS FOR A MAJOR IN FILM AND MEDIA

The minimum requirement for declaring a Film and Media major is a 3.0 GPA and a meeting with a full-time Film and Media faculty member, who reviews and discusses the student's prior work and interests with them before determining that they can be admitted to the program. If they are admitted to the program, the student will then be assigned an advisor.

A total of 12 units with the following distribution:

Core I Requirements – 4 units

FM 101 Introduction to Filmmaking

FM 201 Introduction to Film Studies, or FM 223 Introduction to Media Studies, or EN 230

Introduction to Film

FM 250 Navigating the Film Industry

FM 260 History of Film

Core II Requirements – 2 units (FM 101 is prerequisite for all below classes)

FM 221 Video Editing

FM 224 Cinematography

Elective Requirements – 4 units (at least two must be FM courses):

Production Electives (FM 101 is prerequisite for all below classes):

FM 255 Directing Actors for Film /TH 255 Acting for the Camera (taught as 1 – unit ILC)

FM 330 New Modes in Documentary Film

FM 340 Fiction Filmmaking Workshop

Other FM Electives:

FM 322 Screenwriting I

FM 324 Writing for TV

FM 422 Screenwriting II

FM 201 Introduction to Film Studies

FM 223 Introduction to Media Studies

FM 291 Special Topics: TV Theory

FM 291 Special Topics: Hollywood and US Film

FM 291 Women in Hollywood

FM 291 Special Topics: Digital Animation

Non-FM Electives:

AR 114 Photography I

AR 130 Digital Photography

EN 323 Aliens, Cyborgs, and Time Travel in Literature and Film

EN331 Topics in World Cultures and Cinemas

FR 356 French Cinema: Retrogrades, Rebels, and Realists

GOV 375 Feminist Film

HI 286 On the Screen: Gender, Class, and Culture in Film

ML 316 International Filmmakers

MU 246 Music in Film

SA 207 Sports Communication

SP 230 Intimate Stories: The Short Film Genre

SP 314 Topics in Hispanic Cinema

TH 103 Script Analysis

TH 106 Introduction to Acting

TH 240 Stage Makeup

Senior Learning Community – 2 units:

FM 490 Capstone Course in Film and Media

FM 400 Reflective Tutorial in Film and Media

REQUIREMENTS FOR A MINOR IN FILM AND MEDIA:

A total of 5 units with the following distribution:

Core Requirements – 2 units:

FM 101 Introduction to Filmmaking

FM 201 Introduction to Film Studies, or FM 223 Introduction to Media Studies, or EN 230

Introduction to Film, or FM 260 History of Film

Elective Requirements – 3 units (at least 2 must be FM courses):

Production Electives (FM 101 is prerequisite for all below classes): -

FM 221 Video Editing

FM 224 Cinematography

FM 255 Directing Actors for Film/ TH 255 Acting for Camera (taught as 1- unit ILC)

FM 330 New Modes in Documentary Film

FM 340 Fiction Filmmaking Workshop

Other FM Electives -

FM 201 Introduction to Film Studies

FM 223 Introduction to Media Studies

FM 250 Navigating the Film Industry

FM 322 Screenwriting I

FM 324 Writing for TV

FM 422 Screenwriting II

FM 291 Special Topics (e.g. TV Theory, Hollywood and US Film, Women in Hollywood, Digital Animation)

Non-FM Electives (only 1 of the below courses may count towards the Minor) -

AR 114 Photography I

AR 130 Digital Photography

EN 323 Aliens, Cyborgs, and Time Travel in Literature and Film

EN 331 Topics in World Cultures and Cinemas

FR 356 French Cinema: Retrogrades, Rebels, and Realists

GOV 375 Feminist Film

HI 286 On the Screen: Gender, Class, and Culture in Film

ML 316 International Filmmakers

MU 246 Music in Film

SA 207 Sports Communication

SP 230 Intimate Stories: The Short Film Genre

SP 314 Topics in Hispanic Cinema

TH 103 Script Analysis

TH 106 Introduction to Acting

TH 240 Stage Makeup

FILM AND MEDIA COURSE DESCRIPTIONS

FM 101 Introduction to Filmmaking. (A) (CC) (TT) *One unit*. This course introduces students to the fundamentals of filmmaking and digital video production. Students will receive training on camera and sound equipment and editing software, learn about the basics of documentary and fiction filmmaking, and develop their skills by directing a series of scenes and exercises. Offered every semester.

FM 201 Introduction to Film Studies. (A) (C) (RR) (WC) *One unit.* This course instructs students in the terminology of film analysis, including a breakdown of film style– genre, mise-en-scène cinematography, sound, and editing. Students will analyze films from a variety of periods and countries, and will apply this understanding through creative projects, analytical essays, and journalistic writing. This course will focus on the artistry and history of the medium, as well as the social and political concepts that are illuminated by a thorough analysis of a film. *Offered every year.*

FM 221 Video Editing. (A) (CC) (TT) (R) *One unit.* "The film is made in the editing room" said the actor Philip Seymour Hoffman. During this class you will understand the cerebral, organizational, technical, and creative work that goes into editing a film. It will provide you with an introduction to the history of moving image editing, as well as with a set of technical and intellectual skills. You will work with pre-shot as well as found or archival footage to edit in various styles including documentary, narrative, and experimental. *Prerequisite: FM 101. Offered every year.*

FM 223 Introduction to Media Studies. (A) (C) (RR) (WC) *(One unit).* This course introduces students to the history and analysis of different forms of media including, radio, television, video games and the Internet. Students will gain an understanding of why media is so pervasive in society and how to properly read and decode it. They will also analyze the artistry and technique of media production — from radio plays of the 1920s to present day interactive media art. *Offered every year.*

FM 224 Cinematography. (A) (CC) (TT) *One unit.* In this class students will learn how to use cinematography to further their skills as storytellers. They will be introduced to advanced concepts in video lighting, lenses, multiple camera shoots and camera movement. Through the creation of their own projects, students will better understand the role of the cinematographer. *Prerequisite: FM 101. Offered every year.*

FM 250 Navigating the Film Industry. (A) (C) *One unit.* This course will present a broad overview of the film and television industry, designed primarily for those interested in pursuing careers in film, but open to all. Topics will include financing, budgeting, scheduling, film festivals, sales, distribution, marketing, and more. Special attention will be paid to independent filmmaking. Guest speakers will provide working professionals' perspectives on different aspects of the business. *Offered every year*

.**FM 255 Directing Actors for Film. (A) (CC)** *One unit.* Students will learn how to direct actors for film and television. This will involve a survey of basic acting techniques, from script analysis to rehearsal to building a character and more; considerations of how to collaborate fruitfully with actors; an examination of how performances are shaped for the camera and how editing shapes performances in the finished film; and the supplemental study of various films, clips, and readings. Students will act in scenes themselves, in order to understand the acting process from the inside, and will also direct scenes on camera with other students as actors. *Prerequisite: FM101 or permission of instructor. Offered every year.*

FM 260 History of Film. (A) (R) (U) *One unit.* This course is a survey of film history from its beginnings in the 1890s to the present day. We'll study a wide range of important films, creators, and movements from around the world, and we'll look at some influential schools of thought in film criticism and film theory. Our primary focus will be on the evolution of cinema as an art form, but we'll also take into account technological developments, economic/industrial factors, and questions of culture/politics/ideology. *Offered every year.*

FM 322 Screenwriting I. (A) (CC) (WW) *One unit.* Throughout this course you will learn the foundational elements of a successful screenplay: character development, narrative structure, and of course, proper formatting. Through careful study of professional screenplays, you will analyze and learn to recognize positive strategies and unique styles. In addition, you will also write your own original short screenplays and workshop the work of your fellow classmates. By semester's end, you should understand how writing for the screen has infinite possibilities, and equally unique challenges. *Offered every year.*

FM324 Writing for TV (A) (CC) (WW) *One unit* Throughout this course you will learn the basics of a successful television show: character building, episode structure, story breaking and outlining, and most importantly, good writing. Screenings of selected television episodes will provide inspiration and instruction, and a simulated writers' room will immerse you in the day-to-day reality of being a television writer.

FM 330 New Modes in Documentary Film. (A) (CC) (T) (U) *One unit.* This course introduces students to the wide panorama of contemporary documentary film theory and practice, with an emphasis on new technologies and hybrid forms. Students will receive hands-on experience in cutting-edge documentary production practices including use of GoPro cameras, drone/webcam technology, and the making of interactive narratives, as they are exposed to relevant films, filmmakers, artists, and thinkers. *Prerequisite: FM 101 or permission of instructor. Offered every other year.*

FM 340 Fiction Filmmaking Workshop. (A) (CC) (TT) *One unit.* This intermediate-level class is for students who want to explore narrative filmmaking more deeply. Students will direct a series of projectsculminating in a three- to five-minute short film. The emphasis of the class will be on making personally expressive and technically polished work on a tight timeline. We'll also cover topics such as script analysis, casting and rehearsing, staging and camera techniques, and more, via a combination of lectures, discussions, and analysis of scenes and short films. *Prerequisite: FM101 or permission of instructor. Offered every other year.*

FM 342 Writing for TV (A) (CC) (WC) *One unit.* Throughout this course you will learn the basics of a successful television show: character building, episode structure, story breaking and outlining, and most importantly, good writing. Screenings of selected television episodes will provide inspiration and instruction, and a simulated writers' room will immerse you in the day-to-day reality of being a television writer. *Offered every other year.*

FM 400 Reflective Tutorial in Film and Media. (A) *One unit.* This course offers the senior major the opportunity to embark on a film and media project aligned with their interests, in most cases a short film. The project will be determined during the Capstone Course in the prior semester, in conjunction with their advisor and the course instructor. Students will work independently on their project, attend regular class meetings, and assist their fellow senior majors in the completion of their own projects. *Offered spring semester.*

FM 422 Screenwriting II. (A) (CC) (WW) *One unit.* This intermediate-level class is for students who want to explore more deeply into the art and craft of screenwriting. Students will continue the feature-length scripts they began in Screenwriting I, or will begin an entirely new project. The class will primarily be a writing workshop

in which students will present their work for critique and discussion; there will also be lectures on topics such as story structure and scene structure, outlining, character, dialogue, the business of screenwriting, and more. *Prerequisite: FM 322 or permission of instructor. Offered every other year.*

FM 490 Capstone Course in Film and Media. (A) *One unit.* This course provides an advanced overview of some major currents in film theory, while simultaneously preparing students to begin work on their senior thesis projects, which will be completed during the spring Senior Reflective Tutorial (FM 400).*Offered fall semester.*

Program Curriculum Requirements

New subpage

New subpage content

Off-Campus Learning Experiences

Off-Campus Learning Experiences

Wagner College offers a variety of off-campus learning opportunities designed to connect classroom knowledge with real-world experiences. These experiences enhance professional development, career exploration, and practical skill-building.

Off-Campus Learning Experiences

Alumni Career Mentoring

Alumni Career Mentoring

Wagner's extensive alumni mentoring program supports students from **First Year through senior year**. Through this program, students can:

- Meet individually with alumni to discuss career paths.
- Visit companies where alumni are employed.

This program fosters networking, career guidance, and insight into professional environments.

Off-Campus Learning Experiences

Internships

Internships

Internships provide **work-related experiences**, typically during the **junior or senior year**, allowing students to apply classroom lessons to professional settings. Details include:

- Supervised by faculty and professionals in the field.
- Can explore specific career tracks.
- Can be taken for academic credit or no credit.
- Enhance resumes and career readiness.

For more information, contact your Program Chair/Dean, or Faculty Advisor.

Off-Campus Learning Experiences

Experiential Learning

Experiential Learning

Experiential learning links structured experiences outside the classroom to the Liberal Arts curriculum. Key features include:

- **First Year Learning Communities:** All incoming first-year students engage in experiential learning tied to the themes, readings, and discussions of their learning community courses.
- **Ongoing Opportunities:** Many courses throughout the college provide experiential learning, including senior learning communities within a student's major.

Experiential learning allows students to actively apply their classroom knowledge in meaningful, real-world contexts. For more information, see the Academic Resources and Services and Undergraduate Program sections of this bulletin.

Off-Campus Learning Experiences

Pratica

Practica

Practica are **typically unpaid work assignments** required in connection with a major program. Key aspects:

- Provide supervised experience and training in professional, academic, clinical, community, or research settings.
- Guided by faculty from the student's major.
- Help students meet specific professional or academic requirements.

Off-Campus Learning Experiences

New subpage

New subpage content

Off-Campus Learning Experiences

New York Semester

New York Semester

The New York Semester offers students the chance to **study and experience New York City up close**, combining classroom learning with practical experiences. Features include:

- **Availability:** Spring semester only.

- **Gateway Course:** Introduces students to themes explored in NYC-specific contexts.
- **Additional Courses:** Two to three courses tailored to desired experiences, complemented by practical experiences related to coursework.

This program immerses students in the city's unique professional, cultural, and academic opportunities.

Pre-Professional Pathways

Pre-Professional Pathways

At Wagner College, Pathways provides students with a clear and supportive academic plan that helps them explore their interests, discover the right major, and stay on track for graduation. Each Pathway offers a guided sequence of courses and experiences that build essential skills and prepare students for success in college and beyond.

Pre-Professional Pathways

Pre-Law

PRE-LAW

Prospective law students are free to choose among the wide variety of majors offered at Wagner College. In addition to satisfying the specific requirements of a major, the pre-law pathways encouraged students are encouraged to select a few law-related courses in business, philosophy, political science, and sociology. Students should take courses that are heavy in reading and writing, including perhaps participating in the Writing Intensive Tutor (WIT) Program. Apart from this pre-law pathway, students can also minor in pre-law.

Because entrance requirements may vary among law schools, students should consult the particular catalog of the school which they plan to enter. Students are also required to take the Law School Admission Test (LSAT) before applying for admission to law school. Prospective students may contact the Office of Academic Advisement and Accessibility to obtain information about the pre-law program and about the faculty advisors in the program.

Pre-Professional Pathways

Pre-Ministry

Pre-Ministry

This program is available only to students who matriculated prior to the fall 2025 academic year.

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

Pre-Professional Pathways

Pre-Health Science

PRE-HEALTH SCIENCE PATHWAY

Students in the pre-health science pathway major in the discipline of their own choosing and take prescribed prerequisite courses at Wagner College to prepare them for further study in specific health science professions. Typically, these prerequisite courses include courses in biology, chemistry, and physics. The Pre-Professional Health Advisor provides support for Pre-Health Science Pathway students. The Advisor works together with the Academic Advising and Career Development offices to assist students with their overall preparation for entry into post-baccalaureate professional pathways.

The Advisor assists students in determining their course of study while at Wagner College, guide students through the application process, and write Advisor letters endorsing the students' bids for acceptance. The guidance of the committee ensures the student the strongest possible application for the appropriate professional school.

Joint Degree Programs

Joint Degree Programs

At Wagner College, Joint Degree Programs give students the opportunity to earn two degrees in a streamlined and coordinated plan of study. These programs allow students to broaden their academic experience, deepen their expertise, and gain a competitive edge in their future careers—all while completing their education in less time than pursuing each degree separately.

Optometry

OPTOMETRY, B.S., O.D.

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

Health Advisory Committee and be interviewed by representatives of the SUNY College of Optometry. Note that the requirements for entry and continuation in the B.S./O.D. program are subject to change at the discretion of Wagner College and the SUNY, State College of Optometry. During the three years at Wagner, students must satisfy the following prerequisites: General Biology (1 year); General Chemistry (1 year); General Physics (1 year); Organic Chemistry (1 year); Calculus I (1 semester); English Composition and Literature (1 year); Social Science (1 year); Introduction to Psychology (1 semester); Statistics (1 semester), and the Optometry Admission Test (OAT). Additional information about this program is available from the Office of Student Affairs at SUNY State College of Optometry at (212) 938-5500 or (800) 291-3937.

Joint Degree Programs

3 + 3 Wagner/Law School Program

3+3 Wagner/Law School Program

Overview:

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

Undergraduate Major:

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

Program Requirements:

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

When to Apply:

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

Benefits:

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

Automatic Admission:

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

Costs:

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

Bachelor's Degree:

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

Law School Partners:

Cleveland-Marshall College of Law

Vermont Law School

Application Process:

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

Contact Information:

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

4+3 Chiropractic Articulation Program

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

Through an articulation agreement with the New York Chiropractic College (NYCC), Wagner College students completing the degree of Bachelor of Science (B.S.) that includes course work that satisfies the entrance requirements for the New York Chiropractic College with a cumulative G.P.A. of 3.0 or higher, will be offered admission to the program. Within their first two years at Wagner College, students will submit their intent to NYCC Admissions, 2360 State Route 89, Seneca Falls, NY 13148 identifying themselves as articulation students and their desired date of entrance to NYCC. The letter of intent must be signed by the student's advisor, signaling realistic and accurate desired NYCC entrance date. Students must apply for admission to NYCC one year in advance of their desired entrance date and complete all NYCC application requirements.

Admissions

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

Admissions

Undergraduate Programs

Application for First Year Admission

Wagner College is a member of The Common Application. The College also provides an institutional application for admission should a prospective student not wish to submit a Common Application. Both applications for admissions are available at www.wagner.edu/apply. Applications should be submitted as early as possible in the senior year of high school but will be reviewed throughout the academic year. A non- refundable fee of $60 must accompany the application. An official high school transcript, two recommendations, a personal statement written by the applicant are the base requirements for all applicants. If submitting test scores for consideration, as Wagner is SAT optional, please send scores from the SAT I of the College Entrance Examination Board (CEEB #2966) or the ACT Program (ACT #2984).

Admission Criteria

The First-Year applicant is reviewed on the following:

• academic grades earned in a college preparatory program

• rank in class, if available

• standardized test result, e.g., scores from the SAT I or ACT (Optional, as test scores are not required for admission.)

• personal statement

• audition (required for Theatre scholarship candidates)

• supplementary application and interview (required for applicants to the Physician Assistant Program)

• 2 recommendations either from guidance director, principal, teacher, or employer.

• 21 academic units distributed as follows: (a unit equals one year of study)

English - (4 units)

History - (3 units)

Mathematics - (3 units)

Foreign language - (2 units)

Science - (2 units)

14 units

The following are acceptable as elected units: art (1), computer science (1–2), history (1–2), languages (2–4), literature (1), mathematics (1–2), music (1–2), natural science (1–3), religion (1), social studies (1–3) - **7 units.**

Other criteria for admission that are considered include students' participation in extracurricular and community activities and additional recommendations that attest to students' academic abilities. A personal interview with an admissions counselor is strongly recommended.

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

Procedures for Admitted Students

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

Wagner requires all financial aid applicants to submit the Free Application for Federal Student Aid (FAFSA) to determine eligibility for federal assistance. The FAFSA may be filed at https://www.studentaid.gov. New York State residents are expected to apply for the New York State Tuition Assistance Program (TAP). An electronic TAP application will be emailed to you by New York State.

Early Action Program

This non-binding program is designed to give well-qualified applicants an opportunity to obtain decisions on their applications by January 15. Applications must be submitted by November 15. A student may be considered for early action on the basis of three years of high school work. The scores of the SAT I or ACT will also be reviewed if the student decides to submit them.

Academic Scholarships

Wagner recognizes students of academic distinction and talent as academic scholars. Academic scholarships are awarded primarily on the basis of academic achievement as measured by high school average, rank in class, (if available), and SAT or ACT scores (optional). Extracurricular activities are also taken into consideration. Students may also qualify as academic scholars in the performance area of theatre. To receive a scholarship based on performance, students must audition with faculty from the theatre program. This audition may take place on campus or virtually.

Honors Program Candidates

Each year identified incoming first-year students will receive an invitation to become part of the Honors Program based on their academic performance in high school. Students who accept this invitation will meet with the Director of the Honors Program during orientation week, and will become Honors Program Candidates. After finishing their first semester at the college with a grade point average (GPA) of 3.5 or above, the candidates will be vested as full members of the program. Other students may apply for admission to the Honors Program as late as the first semester of their sophomore year. Students in the Honors Program must maintain a 3.5 grade-point average each semester to remain active in the program.

International Students

Wagner College welcomes all international students. In addition to the application requirements listed above, international students must submit two official copies of their transcripts from any high school and/or college that they attended. One copy must be in the original language of issue, and the other copy must be a certified translation into English. Students also must include a personal essay, letters of recommendation, and, when applicable, official test scores. All transcripts must be evaluated by an external agency (such as World Education Services, available online at www.wes.org) to determine U.S. equivalency.

International applicants must satisfy the English language requirement by submitting a TOEFL score of a minimum of 81 (internet-based exam) or a 550 (paper test), IELTS band score of at least 6.5 or a Duolingo score of 105 or higher. Students can opt to take the SAT in lieu of one of the aforementioned English language proficiency examinations. If a student has completed two or more years of high school or college instruction in English, the SAT I test is highly recommended. An English language proficiency examination is not needed if an international student is transferring from another college or university located within the United States.

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

Transfer Admission

Students transferring in courses from other accredited institutions as determined by Wagner College should expect to receive 1 unit for every transferable 3-4 credit course. Wagner College operates on a Unit system: 1" unit" signifies the satisfactory completion of work requiring the attendance of approximately 3.34 hours in lectures or recitations weekly. One (1) unit typically equals one college course.

Up to **18 units** (approximately 60 credits) may be awarded for credits earned from an accredited t**wo-year institution** and up to **27 units** (approximately 90 credits) for credits earned from an accredited **four-year institution**.

If a student has attended both a two-year and four-year institution, only 18 of the max 27 units can be transferred from the two-year institution. Courses taken on a pass/fail basis will not be accepted for transfer. Wagner College will accept comparable courses in which a grade of "C -"; or higher was earned. Please note that specific programs require a higher grade be achieved for transfer credit. (See Nursing Transfer Credit Policy below.) All Wagner students must complete a minimum of 36 units to graduate. Transfer students should be aware that more than the minimum of 36 graduation units may have to be completed in order to meet major and/or general education requirements at Wagner College. Students who enter Wagner with transfer credits may transfer in additional credits according to the following table:

Transfer Units awarded upon entry Additional Transfer Units allowed after entry (General/Major)

0 – 7.5 units 4/2

8 – 16.5 units 3/2

17 – 25.5 units 2/1

26 units and Above 0/0

Exceptions may be made for students participating in study abroad programs and other Wagner approved programs.

During the Covid-19 pandemic, Wagner College amended its Pass/Fail policy for transferring courses to the college. While courses on a Pass/Fail basis typically are not accepted for transfer, for courses taken in the Spring and Summer 2020, Wagner will accept courses with a Pass grade (or institutional equivalent [if a school uses "S" for Satisfactory or some other indicator for what our Pass means]), provided the transferable course fulfills all other criteria for acceptance based on Wagner's transfer policy. Undergraduate and graduate programs in Physician Assistant, Nursing, and Education may have letter grade requirements. Please check with these departments for clarification.

All official transcripts and test scores (AP, IB, etc.) must be submitted to the Registrar's Office by the last day

of classes in the students first semester at Wagner. Failure to meet this deadline will result in forfeiture of transfer credit eligibility. Students who do not submit transcripts and scores on time must complete all required coursework for their major at Wagner College.

Please note that transferrable credits do not necessarily guarantee reduced time to graduation as this depends upon the specific requirements of your academic major. It is highly recommended that students consult with their academic advisor to see how their transfer credits will be applied to their academic plan.

Students Entering Wagner as First Time Freshmen with College Credits

First-Time Freshmen who have completed college coursework at an accredited degree granting college or university with a grade of “C -” or greater while in high school may transfer a total maximum number of fifteen (15) combined transfer courses to Wagner College. This includes AB/IB examinations and all other college level courses.

Transferrable credits do not necessarily guarantee reduced time to graduation as this depends upon the specific requirements of the students’ academic major. It is highly recommended that students consult with their academic advisor to see how their transfer credits will be applied to their academic plan.

All official transcripts and test scores (AP, IB, etc.) must be submitted to the Registrar’s Office by the last day of classes in the students first semester at Wagner. Failure to meet this deadline will result in forfeiture of transfer credit eligibility. Students who do not submit transcripts and scores on time must complete all required coursework for their major at Wagner College.

Nursing Transfer Credit Policy

Prerequisite courses eligible for nursing transfer must have a minimum of a “B-”; grade or higher from a regionally accredited institution, as determined by Wagner College. All nursing transfer students m complete at least one year of matriculation before beginning nursing courses. Students can only retake one prerequisite science course to remain in good academic standing. Students may enter Wagner College by transfer from other accredited colleges and universities. To remain in good standing, nursing students may retake only one prerequisite science course, must maintain a minimum cumulative grade point average of 3.2, and are required to pass the ATI TEAS entrance examination.

To be eligible for transfer into Wagner, students must meet the general admission requirements and be in good academic standing at their previous institution, as attested by an official transcript from that college or university. The Admissions Office and the Office of Academic Advising and Accessibility (OAAA) make the transcript evaluation and determination of the acceptable units. These credits will count toward units for graduation, but the grades earned will not be used in computing the student’s cumulative and major grade point averages. More than the minimum of 36 graduation units may have to be completed in order to meet major and/or general education requirements at Wagner College. Up to 18 units may be awarded to a student who has earned an acceptable Associate’s Degree from an accredited two-year college, as determined by Wagner College. Junior standing requires a minimum of 17 units. Up to 27 units may be awarded to a student who has attended an accredited four-year institution. Only non-prerequisite units in which a grade of C- or higher was earned will be transferred.

Transferrable credits do not necessarily guarantee reduced time to graduation as this depends upon the specific requirements of the students' academic major.

Advanced Placement Examinations

Wagner College provides advanced placement and advanced unit standing in general education subjects for entering and current students who qualify. Qualification is usually determined by means of Advanced Placement examinations (AP), administered by the College Entrance Examination Board.

First Time Freshmen who have scored a "three" (3) or higher on Advanced Placement (AP) Exams are eligible to receive transfer credit. The total maximum number of combined transfer courses (units) for First Time Freshmen may not exceed fifteen.

All official transcripts and test scores (AP, IB, etc.) must be submitted to the Registrar's Office by the last day of classes in the students first semester at Wagner. Failure to meet this deadline will result in forfeiture of transfer credit eligibility. Students who do not submit transcripts and scores on time must complete all required coursework for their major at Wagner College.

Transferrable credits do not necessarily guarantee reduced time to graduation as this depends upon the specific requirements of the students' academic major.

College Level Examination Program (CLEP)

Students are also able to gain units by examination in a series of approved subject examinations through the College Level Examination Program (CLEP) of the Education Testing Service. A total of 9 units may be earned through examinations. The Registrar of the College can supply students with the procedures to be followed. A minimum grade of 50 is required and there will be a fee assessed for each test. Advanced placement means that the student may take required units in more advanced courses, thus bypassing lower-level courses.

Advanced unit standing allows units received through these exams to be applied toward the 36 units required for graduation. Advanced standing units are not counted in determining scholarship indices.

National Occupational Competency Testing Institute (NOCTI)

Wagner College will also consider NOCTI credits for transfer. Students must score a 70% or higher on the NOCTI Individual Score Report for each course taken. NOCTI score reports should be sent to the Wagner College Registrar's Office for transfer credit consideration.

Transferrable credits do not necessarily guarantee reduced time to graduation as this depends upon the specific requirements of the students' academic major.

International Baccalaureate Policy

Wagner College recognizes the International Baccalaureate as a challenging program of study and takes this into consideration when reviewing an applicant's record. Students who present scores of 4 or better on the IB higher level examinations may be granted advanced standing and/or credit. Credit is offered on an individual, course-by-course basis by the Registrar.

All official transcripts and test scores (AP, IB, etc.) must be submitted to the Registrar's Office by the last day of classes in the students first semester at Wagner. Failure to meet this deadline will result in forfeiture of transfer credit eligibility. Students who do not submit transcripts and scores on time must complete all required coursework for their major at Wagner College.

Transferrable credits do not necessarily guarantee reduced time to graduation as this depends upon the specific requirements of the students' academic major.

Transfer Credit Limits

Student Category	Maximum Transferable Credits
Incoming Freshmen / Students Without an AA Degree	**15 units maximum** (includes AP/IB credits)
Students with an AA Degree	**18 units maximum** (includes AP/IB credits)
Transfer Credits from 4-Year Institutions	**27 units maximum**
Nursing Program Students	**10 units maximum**
Physician Assistant Program Students	**4 units maximum**
Student-Athletes	**The general transfer credit rules apply to student-athletes; however, additional steps are required for NCAA compliance.**

Students transferring the maximum allowable credits may be subject to a program review during their first semester to determine which credits are most appropriate based on their academic path and program requirements before final acceptance is confirmed.

Requirements for NCAA Student-Athletes

All general transfer credit rules outlined above apply to student-athletes. However, additional steps are required to ensure compliance with NCAA eligibility guidelines. Student-athletes at Wagner College must comply with both institutional academic policies and NCAA eligibility requirements. To protect their athletic standing:

Athletics Department Approval Required
All student-athletes requesting transfer credit must obtain approval from Athletics Department before submitting transfer credits to the Registrar.

Purpose of Approval
Transfer credits can affect a student-athletes **NCAA eligibility**, including:

- Progress toward degree (PTD) requirements
- Percentage-of-degree completion benchmarks
- Time-to-degree limits enforced by the NCAA

Without proper coordination, student-athletes risk losing eligibility to practice, compete, or receive athletic scholarships.

Compliance Coordination
Student-athletes must work with the Athletics Compliance Office and Academic Advising to ensure all transfer credits align with NCAA regulations and maintain their eligibility status.

Financial Aid and Transfer Credits

All students are strongly encouraged to meet with the Financial Aid Office before or during their first semester to understand how transfer credits may affect their financial aid eligibility.

Impact on Aid Eligibility:
Transferred credits may alter a student's graduation timeline, which can impact:

- Federal Direct Loan Limits
- New York State Tuition Assistance Program (TAP)

Satisfactory Academic Progress (SAP)
Satisfactory Academic Progress is required to maintain financial aid and is calculated based on attempted and completed credits. Transfer credits will affect these calculations.

Graduation Planning:
Transferring credits may reduce the time to degree completion, potentially affecting long-term aid eligibility if not properly planned.

Admission of Veterans

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

Time Limit for an Undergraduate Degree

All work for a baccalaureate degree must be completed within a reasonable amount of time (as determined by the Registrar in consultation with the relevant Division Chair/Dean) from the date of matriculation. Leaves of absence do not extend the time limit within which degree requirements must be met.

Requirements for a Second Baccalaureate Degree

Students admitted for a second baccalaureate degree are required to complete a minimum of 9 units at Wagner College. In addition, the course requirements of the major as prescribed by the academic department responsible for the major must be met. The courses completed as part of the major count toward the 9 units required by the College. In no case, however, may the total units taken at Wagner College be fewer than 9. Units earned through proficiency examinations or life experience cannot be counted toward the 9 unit minimum required for a degree at Wagner College. Second degree candidates are not required to complete the general education requirements with the exception of international students who must meet the English requirements in this bulletin for international students admitted as First Year or as transfer students.

Admission of Non-Degree Students

Non-degree students are those who take units without matriculating and are not working toward a degree. A maximum of 8 units may be taken as a non-degree student. At that point, students who wish to matriculate must re-apply for admission as a matriculated student through the Admissions Office.

Admission to Summer Sessions

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

Admissions

Graduate Programs

Application

Applications for graduate study at Wagner College can be found, https://slate.wagner.edu/apply/. A non-refundable application fee must accompany the student's application.

Matriculation

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

Graduate Admission Requirements

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

1. A bachelor's degree from an accredited college or university. Official transcripts of all previous university or

college study must be sent directly to the Admissions Office by the Registrar's Office of those institutions.

2. Two letters of recommendation, preferably from former or present employers or professors.

3. Admission requirements vary for each graduate program. Please check with the Admissions Office for any additional requirements.

International Graduate Student Admission

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

1. A degree which is equivalent to a four-year bachelor's degree from an accredited college or university in the United States.

2. Official or certified copies of transcript(s) for all undergraduate and graduate work which has been completed must be submitted to the Admissions Office. All courses and grades must be indicated and transcripts must be translated into English and should have a course-by-course evaluation by WES (www.wes.org) or an equivalent, National Association of Credential Evaluation Services (NACES) approved, accrediting agency.

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

4. Report of results from the Test of English as a Foreign Language (TOEFL), IELTS or Duolingo. If the student received their Bachelor's degree from a college or university in the United States, an English language proficiency exam is not required.

5. A statement of financial support which documents that resources are available to defray all educational and living expenses is required for graduate study. The Admissions Office provides forms for use in documentary support. An I-20 form will be issued to admitted students who confirm their enrollment, submit a $3,000 tuition deposit, and demonstrate proven financial support. It is also mandatory that all newly admitted international students submit a completed physical examination form to the Center for Health and Wellness before beginning their graduate studies.

Graduate Student Transfer Credits

The approval of the Graduate Program Director is required for all transfer credits. The number of credits accepted from accredited graduate schools (as determined by Wagner College) may vary among departments. Grades below the "B "level are not acceptable for transfer. Students wishing to take courses at another college for transfer to their graduate record at Wagner College should obtain written approval from the Graduate Program Director before registering for such courses. Courses evaluated will be based on the industry standards of the department. Courses cannot be accepted if the professional program deems the content of a course is relevant to the current practices of the degree. No 500-level course taken as part of an undergraduate program may be transferred into a graduate program. All official transcripts and test scores must be submitted to the Registrar's Office by the last day of classes in your first semester at Wagner. Failure to meet this deadline will result in forfeiture of transfer credit eligibility. Students who do not submit transcripts and scores on time must complete all required coursework for their major at Wagner College.

Time Limit for a Graduate Degree

All work for a degree must be completed within a reasonable amount of time (as determined by the Registrar in consultation with the relevant Division Chair/Dean) from the date of matriculation for the master's degree. Leaves of absence do not extend the time limit within which degree requirements must be completed. Under extenuating circumstances, the time limit may be extended by one year at the discretion of Wagner's Provost's Office.

Undergraduate Students Enrolled for Graduate Credit

Wagner College students who are in the last year of the bachelor's degree program, and have a Grade Point Average of 3.0 or better, may take a maximum of nine (9) credits toward a master's degree with the permission of the Graduate Program Director. These graduate credits must be over and above the 36 course units required for the undergraduate degree and major. Undergraduates enrolled for graduate credit must apply via the Admissions Office and be admitted to continue their enrollment after receiving the bachelor's degree. After the student has been admitted, the graduate credits will be transferred to the students graduate transcript.

Post-Baccalaureate Students

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

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

2. Submit an official transcript of their undergraduate program.

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

Readmission Procedure

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

Cost and Financial Aid

Costs and Financial Aid

At Wagner College, we make understanding the cost of your education simple. This section walks you through tuition, housing, fees, and other expenses, while highlighting the full range of financial aid options—from scholarships and grants to loans and work-study opportunities. Learn about eligibility, application steps, and key deadlines, so you can confidently plan and invest in your Wagner College experience.

Tuition

TUITION

The tuition rate for full-time undergraduate students, as well as all other tuition rates and fees, are published each year in the Tuition and Fee Schedule on our website. Undergraduate students wishing to register for more than 9 units per year will be charged at the per unit tuition rate for those units taken in excess of the 9 units covered by the full-time annual rate. Tuition rates for graduate study, as well as all other tuition rates and fees, are published each semester in the Tuition and Fee Schedule. A tuition deposit is required of all new graduate students accepted for admission. This deposit is due upon notification of acceptance. The deposit is refundable if written notice of withdrawal from the College is received on or before August 10 for the fall semester and December 15 for the spring semester. At the time of registration, the deposit will be applied to the tuition for the semester.

Cost and Financial Aid

Housing & Meals

HOUSING AND MEALS

Residential students are charged a semester rate (based on double occupancy) to cover housing and meals during the regular academic year. Single rooms may be available for an additional surcharge per year. All incoming students are charged a $500 non-refundable housing contract fee. Rooms may be available during most periods when the College is not regularly in session (e.g., holidays, summer sessions, etc.) at an additional cost. Meals are available on these occasions through direct payment. The College reserves the right to make all room assignments unilaterally, including the right to suspend residents in accordance with the student conduct code. Residents may not change rooms, transfer the assignment, or permit other persons to occupy their room without permission of the Dean of Campus Life. Residential students are provided meals in the College's dining hall while the College is in session.

Cost and Financial Aid

Fees

FEES

Courses requiring laboratory, studio, clinical, or similar work may require additional fees to cover materials beyond regular instruction. These fees are non-refundable after the start of the semester. Expenses for off-campus experiences related to College courses are the responsibility of the student

Life Experience Credit: A student may apply to have knowledge obtained from work, military, or other life experiences evaluated for academic credit. An application fee and an additional charge per unit awarded will be assessed. Life experience includes all college-level learning before admission to—or during a significant hiatus from—college. This includes formal learning gained through successful completion of coursework sponsored by educational institutions or other agencies, as well as knowledge obtained through career experience, including volunteer work and professional training. While most things people do involve some sort of learning, not all

learning is college-level learning; the most important thing to keep in mind about the life experience credit process is that credit is not awarded for the students experiences (no matter how sophisticated) but for the students ability to demonstrate that these experiences constitute college-level learning.

Transcript Fee: Students can request and purchase an official transcript through Parchment. For detailed instructions and fee information, please visit Parchment.

Cost and Financial Aid

Billing

BILLING

Students can view their account information in Student Account Center (accessed via myWagner). Additionally, e-bills are sent out monthly, and students are required to check their Wagner e-mail regularly. Estimated and/or actual financial aid credits and prior payments are reflected as of the date of the e-bill based on information processed. All balances are due by the date shown on the statement and all payments must be received by that date to avoid late charges. Miscellaneous charges for laboratory fees, fines, etc. will appear on students' regular account statements and should be paid as incurred.

Cost and Financial Aid

Payment of Fees

PAYMENT OF FEES

Wagner offers a budget plan administered by an outside party that allows students to divide their annual college expenses into 10 convenient, interest-free, monthly payments starting July 15 and ending April 15. Instead of making a single payment at the beginning of each semester, participants in the plan can budget tuition housing and meal payments as a part of their regular monthly expenses. Beginning in June, preceding the fall semester, participants will be billed in 10 equal monthly installments after paying an application fee.

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

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

Cost and Financial Aid

Refund Policy

REFUNDS

Refunds of financial aid will be calculated according to the Federal Title IV Refund policy. A percentage of a student's financial aid is earned for each day the student was enrolled as determined by the College. Unearned aid must be returned in the following order*.

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loan
- Federal Direct Plus Loans
- Federal Pell Grants
- Iraq and Afghanistan Service Grants
- FSEOG
- Other Title IV Programs
- Other state, private or institutional sources of aid

*This order may be changed according to US Department of Education regulations.

Students who withdraw on or before the 14th day of the fall or spring semesters will receive a full refund of tuition and fees. For withdrawals during this 14-day period, housing & meal charges will be pro-rated. After the 14th day of the semester, no refund will be issued. This refund schedule also applies to housing/meal charges in the case of students who withdraw from housing but remain enrolled. No refunds will be made in cases involving suspension or expulsion. All monies remaining on a student’s account after the student withdraws will be refunded to the appropriate funding program from which it came, in accordance with the pro-rated refund policy.

Financial Aid

FINANCIAL AID

STATEMENT OF PURPOSE

Wagner College believes that no academically qualified student should be deprived of a college education. We maintain the Office of Financial Aid to assist students in applying for federal and state aid to help pay for their education. Any student needing detailed information on financial assistance may contact the Office of Financial Aid, Cunard Hall, first floor. The amount and kind of aid offered directly by the College depends upon the student’s scholastic achievement and talent. Eligibility for financial aid that is need-based is determined by the Free Application for Federal Student Aid (FAFSA). No application for aid will be considered by the College until it has received the official analysis computed by the Federal Government. The FAFSA may be obtained via the Internet at www.studentaid.gov or by calling the federal processor. Incoming students should submit the FAFSA no later than January 15 for priority processing. Returning students should have their FAFSA submitted no later than February 1 for priority processing.

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

Undergraduate students must register for at least 4 units per semester in order to receive institutional andmost federal and state aid. Four types of aid are available: scholarships, grants, loans, and employment. Institutional aid, such as tuition grants or exchange, is not applicable to summer study. Some institutional aid may apply to some study abroad programs. Graduate students must register for a minimum of 4.5 credits to be eligible for federal aid. Institutional aid requirements vary.

ELIGIBILITY FOR FEDERAL FUNDING

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

• Satisfactory Academic Progress

• Matriculation in a degree-granting program

• A U.S. Citizen or eligible non-citizen

• Not be in default of a federal loan

Satisfactory Academic Progress (SAP)

SATISFACTORY ACADEMIC PROGRESS

All students receiving federal, state and institutional aid (including athletic aid) must meet specific standards for establishing and retaining aid eligibility. Satisfactory progress for federal and state aid differs. The following policy is in relation to federal and institutional aid.

Undergraduate Students

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

Maximum time frame.

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

Minimum units earned

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

Consequences

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

Appeal

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

1. Death of a relative including parent, legal guardian other than parent, sibling, grandparent, spouse or child
2. Illness or injury of the student
3. Serious illness or injury of family member which impaired the student's ability to perform academically or where the student is the primary caregiver
4. Other situations which have directly impaired a student's ability to perform academically

An appeal must include:

1. Why the student failed to make SAP and what has changed that will allow the student to make SAP at the end of the next evaluation

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

While an appeal is being reviewed, a student may enroll in and attend classes at his/her own expense. Results of an appeal will be sent to the student in writing.

Approval of Appeal

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

A student may be placed on an academic plan which will assist the student in regaining satisfactory progress. At the end of a probationary period, a student must be making SAP or successfully following an academic plan in order for eligibility to be continued. Consecutive appeals are prohibited. State grant recipients who do not meet satisfactory academic progress standards, as set forth by NYS, may apply for a one-time TAP waiver with the Registrar's Office.

Scholarships

SCHOLARSHIPS

Scholarships are awarded and may be renewed providing the student maintains a satisfactory academicstanding and maintains continuous full-time status. The amount of the scholarship may fluctuate from year to year, given changes in cost and according to the College’s discretion.

Merit-Based Scholarships and Grants

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

WAGNER COLLEGE NAMED ENDOWED SCHOLARSHIPS

Wagner College is proud to offer a number of named scholarships that have been generously established by alumni, friends, foundations, and corporations. Selected students will have their scholarships named for a specific donor based on precise criteria established by the donors and the college’s assessment of the students’ academic records and/or financial need. Named scholarships are limited to a specific time period. Students are eligible to continue to receive the scholarship while they remain in good academic standing, are enrolled full-time, continue to meet the scholarship criteria and provided funding is available.

NON-ENDOWED DONATED SCHOLARSHIPS

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

EXTERNAL SCHOLARSHIPS

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

Cost and Financial Aid

Other Funding

OTHER FUNDING

FEDERAL GRANTS

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

PELL GRANTS. For the 2025-2026 academic year, grants ranging from $740 to $7,395 per year are determined by the federa government. Partial payments are available to part-time students enrolled for 1 to 3 units. Students are notified directly of their potential eligibility for a Pell grant by the U.S. Department of Education.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (SEOG). Grants average $1,500 per year. Grants are awarded to students demonstrating the greatest financial need, and are generally available only to students who are also receiving Pell.

NEW YORK STATE GRANTS

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

NEW YORK TUITION ASSISTANCE PROGRAM (TAP)

Historically, awards have ranged from $500 to $5,165 per year for full-time undergraduate students who are residents of New York State. Parents must also be New York State residents. Awards are based on the parents' and student's New York State Income Tax Return from a prior tax year. Students must meet requirements regarding "pursuit of program" and "satisfactory academic progress" as set forth by the regulations of the Commissioner of Education. Students may apply for TAP by using the N.Y. State TAP application, which will be mailed directly to the student by New York State. Alternately, if the student files FAFSA via the Internet, the student may be able to complete the TAP application at the same time.

AID TO NATIVE AMERICANS PROGRAM

This is an entitlement program for which an application may be obtained from the Native American Indian Education Unit, New York State Education Department, Room 374 EBA, Albany, New York 12234. Applications should be submitted by July 15th for the Fall semester, December 31st for the spring semester and May 20th for the summer session. For additional information contact the Office of Financial Aid. Aid is also available for Native Americans through the Bureau of Indian Affairs. The BIA education grant is determined by the area agency for Native Americans. A financial aid package will be awarded to students receiving BIA education grants, consistent with amounts awarded to students not receiving BIA grants.

LOAN FUNDS

The following are educational loan programs:

1. PERKINS LOAN.
2. *THE FEDERAL PERKINS LOAN IS NO LONGER AVAILABLE AND WILL ONLY BE AVAILABLE AGAIN
3. THROUGH AN ACT OF CONGRESS*

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

FEDERAL NURSING STUDENT LOANS (NSL). A loan program limited to nursing majors demonstrating exceptional financial need. An average loan is approximately $2,500 per year with a maximum aggregate of $13,000 permitted for undergraduate study. Once repayment begins, the interest rate is 5 percent per year on the unpaid balance. Students may take up to 10 years to repay this loan depending on the cumulative amount.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM. The federal government sponsors a loan program with the proceeds coming directly from the federal government. Detailed information about interest rates, repayment plans and processes are available in the Office of Financial Aid or at www.studentloans.gov.

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

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

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

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

GRADUATE ASSISTANTSHIPS

Academic Graduate Assistantships are available to students enrolled in the graduate program. Students who are awarded Graduate Assistantships receive a percentage of tuition remission for a maximum of nine credits per semester. Positions are available throughout the College. GAs are expected to divide their time between studies and working in a department (typically 20 hours per week). GAs may not hold full-time employment without the approval of the Provost's Office. The application and all supporting data should be submitted to the Office of Graduate Studies upon admission and deposit to a graduate program. Applications may be obtained from the Provost's Office webpage.

ALUMNI FELLOWSHIPS

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

EMPLOYMENT OPPORTUNITIES

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

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

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

Benefits to Veterans

BENEFITS TO VETERANS

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

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

NEW YORK STATE VETERAN'S TUITION AWARDS are available to New York State residents who are veterans that served during periods of conflict or war. A Veteran's Tuition Award Supplement must be completed and submitted HESC. Additional information is available at www.hesc.com.

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

1. Prevent nor delay the student's enrollment
2. Assess a late penalty fee to the student

3. Require the student to secure alternative or additional funding

Deny the student access to any resources available to other students who have satisfied theirtuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

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

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

CAMPUS COMMUNITY

CAMPUS LIFE

Campus Life is committed to facilitating and supporting student learning in all aspects of their Wagner College education, both in and out of the traditional classroom setting. The Campus Life mission is to encourage active participation in the Wagner, New York City, and global communities as well as responsible and accountable leadership to create an inclusive and respectful campus culture.

Campus Life is comprised of the following offices: Center for Health and Wellness, Center for Intercultural Advancement, Center for Spirituality, Dean's Office, Residential Education, and Student Engagement and Activities. Campus Life also oversees new student orientation, the student conduct process, and the College's CARE team.

DEAN OF CAMPUS LIFE OFFICE

The Dean of Campus Life Office is committed to supporting a vibrant and diverse campus community. The Dean's office staff are responsible for the planning, development, coordination, and supervision of programs, services, and activities outside the classroom. The staff oversee all campus life activities; meet with students about any issues or concerns; and special events; and oversee community standards and the student conduct process. The Dean's Office also coordinates New Student Orientation. The office is located in the Wagner Student Union in the 3rd floor suite.

The Dean of Campus Life is **Dr. Thomas Tressler-Gelok.**

Campus Community

Center for Health & Wellness

CENTER FOR HEALTH AND WELLNESS

The Center for Health and Wellness is composed of health and counseling services is located on the first floor of Campus Hall, room 127. The health center is a screening, diagnostic, and treatment center for emergency cases and short-term illnesses. In the case of a prolonged illness, students must be under the care of their private physician who may contact health services to assure continuation of care. Students harboring a communicable

disease may not remain in the residence halls. Counseling services are staffed by a clinical psychologist and social workers. This program includes short-term treatment, psychological testing and referral services. Records are confidential and not part of the student's academic and general health file.

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

Health Insurance

All full-time students must possess health insurance with comparable coverage to those parameters set forth by New York State. All full-time students are required to access the Waiver and Enrollment Portal annually for vetting of their insurance plans by our partner Educational & Institutional Insurance Administrators (EIIA). All students are encouraged to utilize the services in our Center for Health and Wellness at no cost. In conjunction with these services, insurance must be available for laboratory and diagnostic testing, as well as required off-campus care in emergent cases. Wagner College assumes no responsibility for expenses incurred for treatment. Students are also encouraged to submit a copy of their insurance card (medical and prescription) to the Center for Health & Wellness upon admission to the College and with subsequent updates as they occur. Let it be noted that the Student Health Insurance charge will be applied to the student's bill until their waiver is accepted and processed, at which time a credit for the amount will be applied. Please allow approximately 2 weeks for this process. EIIA can be reached at (888) 255–4029

The Center for Health & Wellness is lead by **Anna Gatto.**

Campus Community

Center for Spirituality

CENTER FOR SPIRITUALITY

One of the wide range of services and activities provided by Wagner College is centered iin Kairos House, which contains a chapel and modest facilities for a number of activities. In addition, special services on festivals and holy days are sponsored jointly by the different religious groups on campus. Students are encouraged to enhance their college experience through participation in community services on Staten Island and the greater metropolitan area.

Spirituality is led by our Chaplain, **Rev. Dr. Stephanie Jaeger**.

Campus Community

Office of Residential Education

OFFICE OF RESIDENTIAL EDUCATION

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

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

The Residential Education professional staff members are full time members of the College community who oversee the administrative, operational, and programmatic functions of the residence halls. Head Resident Assistants (HRAs), Resident Assistants (RAs) and Graduate Residential Coordinators (GRCs) are resource persons for students. HRAs, RAs are responsible for peer counseling and for fostering an educationally supportive community.

The Office of Residential Education is led by **Lateef Wearrien.**

Campus Community

Student Engagement & Activities

STUDENT ENGAGEMENT AND ACTIVITIES

Student Engagement and Activities strives to create diverse opportunities that engage students in the integration of knowledge in and out of the classroom. Student Engagement and Activities is committed to providing leadership and advisement for registered student organizations, creating and organizing intentional programs that raise awareness in areas including personal safety, healthy relationships and wellness, and through actively supporting the Greek community through the advisement of the Greek Senate, IFC, and NPC, as well as organize orientation and convocation. This office is located in the Wagner Student Union, 2nd floor.

The Student Engagement & Activities team is led by **Stephanie Adamek.**

Campus Community

Center for Intercultural Advancement

CENTER FOR INTERCULTURAL ADVANCEMENT

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

CICA is led by **Alyson Hathaway.**

Campus Community

Parental Notification

PARENTAL NOTIFICATION

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

Campus Community

Co-Curricular Opportunities

CO-CURRICULAR OPPORTUNITIES

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

Campus Community

Student Government Association (SGA)

STUDENT GOVERNMENT ASSOCIATION (SGA)

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

The 25-26 SGA President is **Olivia West.**

Campus Community

Religious Organizations

RELIGIOUS ORGANIZATIONS

Reflecting the student population, there are a variety of religious activities on the campus. Please contact the Center for Spirituality for current information on services and organizations.

Campus Community

Honors & Service Organizations

HONOR AND SERVICE ORGANIZATIONS

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

1. Alpha Kappa Delta, Pi chapter, is the national honor society in sociology.
2. Alpha Phi Omega, Kappa Epsilon chapter, national service society.
3. ASCD Student Leadership Team is a student chapter of the Association for Supervision and Curriculum Development (ASCD), a nonprofit, nonpartisan organization that represents more than 175,000 educators from 119 countries and nearly 60 affiliates. It was founded in 1943.
4. Beta Beta Beta, Eta Upsilon chapter, is the national honor society in biology.
5. Delta Mu Delta, Alpha Beta chapter, is a national honor society in business administration.
6. Kappa Delta Pi is the honor society in education.
7. Kappa Mu Epsilon is the national mathematics honor society.
8. Lambda Alpha, Pi chapter, is the national collegiate honors society for anthropology
9. Omicron Delta Kappa, national leadership honor society, selects for membership juniors, seniors and graduate students of superior academic achievement and leadership.
10. Phi Sigma Iota, is the international foreign language honor society.
11. Pi Delta Phi is the French national honor society
12. Psi Chi, Wagner College chapter, is the national honor society in psychology.
13. Sigma Delta Pi is the Spanish national honor society
14. Sigma Tau Delta is the English honor society.
15. Sigma Theta Tau is the nursing honor society.
16. Upsilon Pi Epsilon is the computer honor society.

GREEK LIFE

INTERFRATERNITY AND PANHELLENIC COUNCILS

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

FRATERNITIES

National: Tau Kappa Epsilon and Theta Chi.

SORORITIES

Local: Tau Kappa Sigma.

National: Alpha Delta Pi, Alpha Omicron Pi, and Alpha Sigma Alpha.

STUDENT ORGANIZATION CATEGORIES

Academic:

Clubs and organizations that base their mission and events around academic interests and events. Can be affiliated with a departmental, national, or international honor society. Examples include Nicalis School of Business Brand Ambassadors and Marketing & Management Club.

Civic Engagement:

Clubs and organizations that conduct community service outreach, programs, or events for local, national, or international communities, and their needs. These clubs seek to promote community building on and off campus. Examples include Wagner Earth.

Affinity & Cultural Groups: Clubs and organizations that celebrate and educate the community about a specific cultural community, identity, spirituality, or other noted affinity. Examples include Black Student Union, Muslim Student Association, and OutWagner.

Graduate: Clubs and organizations that specifically support membership towards Wagner College graduate students and/or graduate majors.

Leisure Activities: Clubs and organizations that promote shared hobbies and interests, including crafts, recreational games, gaming, sporting events, etc. Examples include the Scooter Club, Weightlifting Club, and Donut Club.

Media Organizations: Clubs and organizations that offer participation in many forms of media such as radio, newspaper, magazines, journalism, and on-line publishing.

Performance & Visual Arts: Clubs and organizations whose central mission is to enhance the opportunities for artistic expression on and off campus, including but not limited to, on campus performances and artistic expression in any kind. Examples include Completely Student Productions, Student Run Musical theater, Dance Club, Spin Cycle, and Vocal Synergy.

Social Fraternities & Sororities: Social organizations founded on shared values of academic excellence, service, personal development, leadership, multiculturalism, and brotherhood/sisterhood. Organizations are traditionally either local or fall under the National Panhellenic Conference (NPC) or Interfraternity Council (IFC).

Tradition Organizations: Student clubs and organizations that serve a historical connection to the student experience of the College. This notation is only given upon specific decry from the Office of Student Engagement & Activities & the Dean of Campus Life.

Campus Community

Exhibits, Performances, & Publications

ART EXHIBITIONS

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

MUSICAL PERFORMANCES

The Music Department sponsors concerts and musical events by students, faculty, and guest artists. Any qualified student may present a solo or group performance in any musical genre under departmental sponsorship. Various ensembles are open to all students by audition, please contact the Music Department for an updated list of ensembles.

STUDENT PUBLICATIONS

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

Campus Community

Athletics

ATHLETICS

Wagner College offers NCAA Division I athletics program with 27 intercollegiate athletic teams. The following Varsity sports compete in the Northeast Conference (NEC): Baseball, Men’s and Women’s Basketball, Women’s Bowling, Football, Women’s Field Hockey, Men’s and Women’s Golf, Men’s and Women’s Cross-Country/Indoor/Outdoor Track & Field, Men's and Women’s Lacrosse, Men’s and Women’s Tennis, Women’s Soccer, Softball, Men’s Fencing, Competitive Cheerleading, and Men's and Women's Swimming & Diving. Women’s Water Polo competes in the Metro Atlantic Athletic Conference (MAAC), Men’s Water Polo competes in the Collegiate Water Polo Association (CWPA), Women’s Triathlon competes as part of USA Triathlon, and our Fencing Teams compete in the Mid Atlantic/South Region. Wagner also offers Women’s Flag Football at the club sport level.

Athletics is lead by the Athletic Director, **Brendan Fahey.**

Campus Community

Wagner College Theatre

WAGNER COLLEGE THEATRE

Wagner College Theatre regularly ranks among the top 10 college theater programs in the country, according to The Princeton Review. The Department is widely known for its productions, including 8 departmentally sponsored shows of which 4 are musicals. Attracting students from across the country, the academic programs include concentrations in Arts Management, Performance, and Design/Technology/Management. The rigorous training in combination with a liberal arts curriculum often results in successful careers; many Wagner alumni have achieved the highest levels of professional success in theatre, including working on Broadway, in regional theatres, touring companies, and other arts- related organizations.

Campus Services & Amenities

Campus Services & Amenities

BANK AND CASHIER

The Business Office cashier's window is located on the first floor of Cunard Hall and is open 9am - 12:30pm and 1:30 to 4pm, Monday-Friday. Students may cash their own personal checks at the window, with a daily limit of $50, as well as Wagner student paychecks. In addition, there are ATMs located in the Wagner Union and in the Harborview Hall lobby. For more extensive banking needs, a local bank offers free checking and ATM privileges to Wagner students and is within walking distance (Flagstar Bank, 1270 Clove Road, Staten Island, NY 10301, telephone: 718-569-3160). There are also several other banks conveniently located off campus.

WAGNER COLLEGE BOOKSTORE

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

FERRY SHUTTLE

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

POSTAL CENTER

The Postal Center, located in Campus Hall, is open Monday through Friday from 9:30 a.m.–4:30 p.m. for purchasing stamps and mailing items. Students should sign up for their mail boxes in the Postal Center.

OFFICE OF PUBLIC SAFETY

The Office of Public Safety, located on the first floor of Public Safety House, has primary responsibility for campus law enforcement, parking and traffic administration, safety, and fire safety. Office hours are 8:30 a.m.–4:30 p.m., Monday through Friday. The main gate on Howard Avenue is staffed at all times to answer emergency needs. The emergency number is 718-390-3148. Wagner College’s Public Safety Office prides itself on maintaining a safe and secure campus environment for its students, faculty, and staff. The members of the Department are committed to the highest standards of quality in promoting a safe and problem free educational environment. Students are encouraged to report crimes and public safety related incidents to the Public Safety Office at Wagner College in an accurate and timely manner. To report criminal activity and other emergencies, contact the Public Safety Main Booth at 718-390-3148, 24 hours a day. The Office of Public Safety also provides the following services and information:

MOTOR VEHICLES

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

IDENTIFICATION CARDS

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

LOST AND FOUND

A lost and found service is maintained in the Office of Public Safety.

CAMPUS CRIME STATISTICS

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United State Department of Education. Information may be obtained by contacting the Office of Campus Safety at 718-390-3165. Wagner College crime statistics may be viewed at the College Web site: http://wagner.edu/public-safety/campus-security-report/. The US Department of Education has a website for post-secondary campus crime statistics at http://ope.ed.gov/security/index.asp

Buildings and Facilities

BUILDINGS AND FACILITIES

The Buildings and Facilities section describes the college's physical resources and spaces that support student learning and campus life. It highlights classrooms, laboratories, libraries, residence halls, dining services, recreational areas, and other facilities available to students, faculty, and staff. This section helps students understand the resources and environments that enhance their academic and co-curricular experiences.

Athletic Complex serves as the home of the Seahawk softball program. The baseball team plays its home games at the state-of-the-art and picturesque Richmond County Ballpark, which is the home of the Staten Island Yankees.

Buildings and Facilities

Campus Hall

CAMPUS HALL, completed in 1957 and originally a residence hall, accommodates the Business Administration, Education, Nursing, Physician's Assistant , and Music Departments as well as a number of classrooms and faculty offices. It also houses the Postal Center, the Copy Center, the Health Center, the Early Childhood Center, the Hugh L. Carey Institute for Government Reform, the Modern Languages Wing, the Music Performance Center, and the Dr. Evelyn L. Spiro Nursing Resource Center and the Dr. Eva Megerle Education Resource Center. The Dr. Beverly Whipple Research Room, made possible through a generous gift by Alumni

BeverlyWhipple (nee Hohne) BS '62 , features a modernized classroom with mobile tables and chairs, aSMART TV and hi top tables for student, faculty and staff interaction. The Research Room is now the home of the Doctor of Nursing Practice program , MS and BS small group discussions and faculty meetings. Located in Campus Hall Room 301, it is easily accessible to all in the Nursing School.

Buildings and Facilities

Cunard Hall

CUNARD HALL, built by Edward Cunard in 1852, houses the Office of the Registrar, Student Accounts/Bursar, and Financial Aid.

Buildings and Facilities

Foundation Hall

FOUNDATION HALL, opened in January 2010, was the first new residence facility to be constructed on Wagner College's 105-acre Staten Island campus in more than 40 years. It was designed specifically as a residence for the college's fourth-year students as they prepare for the transition to "life after Wagner." Home to 192 students, Foundation was driven by its transformation over the previous decade from a college where a majority of students were local commuters, into an institution drawing most of its students from outside New York City.

Buildings and Facilities

Guild Hall

GUILD HALL, completed in 1951, contains living accommodations for over 100 students. The building has a store and a community kitchen. Guild rooms were renovated in the 2023-2024 academic year.

Buildings and Facilities

Harborview Hall

HARBORVIEW HALL has living accommodations for over 575 students. Fourteen stories in height, it has a panoramic view of lower Manhattan, New York Harbor, and the Verrazano Narrows Bridge. The building was completed in the fall of 1969. Harborview was recently renovated with a full building reopening of July 2025.

Buildings and Facilities

Kairos House

KAIROS HOUSE, built in 1920 as the residence for the College President and his family, is now home to the offices of the College Chaplain/Director of the Center for Spirituality. The College Chapel and a multi-faith prayer room are located in the building.

Buildings and Facilities

Lifelong Learning House

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

Buildings and Facilities

Main Hall

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

Buildings and Facilities

Megerle Science Hall

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

Buildings and Facilities

Pape Admissions House

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

Buildings and Facilities

Parker Hall

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

Buildings and Facilities

Parker Towers Hall

PARKER TOWERS HALL, consisting of five interconnected units designated A, B, C, D, and E, was opened in 1964. The residence hall contains singles, doubles, and some suite living and has a total occupancy of about 400. In E Tower, some rooms have been converted to practice spaces for voice lessons.

Buildings and Facilities

Public Safety House

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

Buildings and Facilities

Reynolds House

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

Buildings and Facilities

Spiro Hall

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

Buildings and Facilities

Spiro Sports Center

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

Buildings and Facilities

Stage One

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

Buildings and Facilities

Wagner Union

WAGNER UNION, completed in 1970, includes the dining hall, the bookstore, student activity areas, the Wagner Gallery, the Offices of the President, the Provost, Vice Provost, Vice President for Campus Life and Internationalization, the Dean for Integrated Learning, the Center for Academic and Career Engagement, the Center for Leadership and Community Engagement, the Director of Co-Curricular Programs, and the Student Government Association. It also houses the Human Resources Office.

Buildings and Facilities

Wagner College Stadium

WAGNER COLLEGE STADIUM, which is used for football, men's and women's lacrosse, women's soccer, and track and field, is located on the west side of the campus. The stadium was part of a $13 million addition to the campus facilities. Completed in 1998, the Wagner Stadium seats 3,300 in general admission and reserved seating, including 400 seat backs located at midfield. Below the stadium is a field house featuring several locker rooms, training room, an equipment room,and public facilities. Surrounding the field is a six-lane synthetic running surface, allowing the College to play host to many major track and field meets. Wagner College encourages the community to participate in the tradition that Wagner football has established over the years, including a Division III National Championship. Lights were added to the field in 2014, permitting the scheduling of night games. The Lower Fields

Buildings and Facilities

Athletic Complex

ATHLETIC COMPLEX, serves as the home of the Seahawk softball program. The baseball team plays its home games at the state-of-the-art and picturesque Richmond County Ballpark, which is the home of the Staten Island Yankees.

Buildings and Facilities

Wagner College Gallery

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

Leadership & Governance

Leadership & Governance

The governance of Wagner College is comprised of the Board of Trustees (BOT), its members, lifetime trustees, administrative and academic leadership.

Leadership & Governance

Board of Trustees Executive Officers

Board of Trustees Executive Officers

The Wagner College Board of Trustees is the governing body of Wagner College currently composed of 22 members. Under New York State law and the College Constitution and Bylaws, the Board is responsible for directing and managing all business and affairs of the college. The president of the College is an ex officio voting member of the Board. All inquiries regarding the Board of Trustees should be made to Jazzmine Clarke-Glover, Vice President, Chief of Staff, and Secretary to the Board of Trustees, at j.clarkeglover@wagner.edu.

Thomas Kendris, Esq. '78, Chair of the Board
Mary Caracappa-Hurtado '82, Vice Chair
Graham Fox, Secretary
Hayley Wolff, Treasurer

Board of Trustees Members

Board of Trustees Members
Jeffrey A. Doggett, ex officio
President, Wagner College
Lisa DeRespino-Bennett '85
Natalie Migliaro ‘92 Cortese
The Reverend Bishop Paul Egensteiner '79 H'25
Jeffrey Forchelli, Esq. '66
Alex Fox
Gabriella Lepore Gaspar '89
George D. Gates III ‘74
Dr. Jay Hartig '67 H '09
Eric D. Houser, Esq.
Dr. Aletta Diamond '65 H'15
Richard A. Morgan, Esq.
Donna Mollica New '68
Joan Nicolais
Kimberly Spiro H’24
Robert Scalzo '01 M'03
Jacqueline Williams Whittenburg '03

Lifetime Trustees

Lifetime Trustees
Dr. Louise S. Kaufman '75 M'78 H'12
Michael R. Kelly '66 M'72
George A. King, Esq.
Michael F. Manzulli, Esq.
Dr. Eva Megerle H'97
Dr. George Megerle H'94
Polly Moles '68
Dr. Maureen Robinson ’67 H’03
Dr. Howard Braren '50 H'12

Leadership & Governance

Administrative Leadership

Administrative Leadership

Jazzmine Clarke-Glover, D.B.A., Executive Vice President, Chief of Staff

Jim Chiavelli, M.A., Vice President for External Affairs and Chief Communications Officer

Kaitlin Girton, B.A., Vice President for Institutional Advancement

Stuart Goldberg, **M.B.A**., Chief Financial Officer

David Martin, J.D., Senior Advisor

Leadership & Governance

Academic Leadership

Academic Leadership

Katia González, Ed.D., Associate Provost and Professor of Education

Sarah Donovan, Ph.D., Associate Provost and Professor of Philosophy

Nora Lowy, Ph.D., Executive Director, Physician Assistant Program

Patricia Tooker, D.N.P., Dean of the Evelyn L. Spiro School of Nursing

Michael J. Driscoll, Ed.D., Interim Dean, Nicolais School of Business

Celeste Gagnon, Ph.D., Division Chair of Social and Behavioral Sciences & Professor of Anthropology

Felicia Ruff, Ph.D., Division Chair of Performing and Visual Arts & Professor of Theater

Faculty and Administrators

At Wagner College, our faculty and administrators are dedicated to delivering an exceptional educational experience. Professors bring expertise in their fields and a strong commitment to student success, while administrators provide the leadership and support that sustain our academic mission.

Faculty Emeriti

Faculty Emeriti
J. Keith Addy
Professor Emeritus of Chemistry
B.S., King’s College, University of London
Ph.D., University of Southampton
F.R.S.C.
John Auh
Professor Emeritus of the Library and Learning Resources Center
B.A., Chung-Ang University
M.A.L.S., Western Michigan University; C.A.L., Columbia University
M.B.A., St. John’s University
Julia Barcitta
BS,MS Wagner College
Educational Specialist Rutgers University
Post Masters FNP Certificate Adelphi University
Robert Benson
Professor Emeritus of Philosophy
B.A., Concordia Senior College
B.D., Concordia Seminary
Ph.D., Columbia University
Susan Bernardo
Professor Emerita of English
B.A., Gordon College, History
M.A. Harvard University, English
M.A, Ph. D Bryn Mawr College, English Literature

Janice Buddensick
Professor Emerita of Business Administration
B.B.A., M.B.A., Pace University; C.P.A.
Ronald W. Cross
Professor Emeritus of Music
B.A., Centenary College
M.A., Ph.D., New York University
Donald L. Crooks
Professor Emeritus of Business Administration
B.S., M.B.A., Wagner College
Ph.D., California Western University
Blanca Rose Garcia-Cancel
Professor Emerita of Foreign Languages
“Escuela Normal;” Doctor of Pedagogy, University of Havana
M.A., Fordham University
Ann Gazzard
Professor Emerita of Education
B.S., University of Newcastle
M.S., University of Massachusetts
Ph.D., University of Newcastle
Miles Groth
Professor Emeritus of Psychology
A.B. Franklin and Marshall College
Ph.D. Fordham University
Margaret Governo

Professor Emerita of Nursing
B.S., F.N.P., Wagner College
M.Ed., Ed.D., Teachers College, Columbia University
Richard Guarasci
President Emeritus
Government and Politics
B.S., Fordham University
M.A., Ph.D., Indiana University
Lewis J. Hardee Jr.
Professor Emeritus of Theatre
B.A., M.A., University of North Carolina
E. Thomas Henkel
Professor Emeritus of Physics
B.A., Columbia University
M.Ed., M.S., Ph.D., University of Toledo
Joan Holmberg
Professor Emerita of Sociology
B.S.Ed., B.A., Mt. St. Vincent University, Nova Scotia
M.A., Ph.D., Fordham University
Margaret Horan
Professor, Emerita of Finance & Economics
B.S. St. Francis College
M.B.A. Wagner College
D.P.S., C.P.A Pace University
Ann Hurley

Professor Emerita of English
B.A Wellesley College
M.A Brown University
Ph.D SUNY Albany
Jens Trygve Jensen
Professor Emeritus of Chemistry
B.S., Wagner College
M.A., University of Minnesota
Ed.D., Columbia University
Walter Kaelber
Scholar in Residence of Philosophy/Religion
B.A. Bucknell University
M.A. University of Chicago
Ph.D. University of Chicago
Marilyn Kiss
Professor of Emerita of Spanish
B.A. University of Missouri
M.A Middlebury Graduate School of Spanish, Madrid
Ph.D. Rutgers University
MaryAnn Kosiba
Professor Emerita of Nursing
B.S., Seton Hall University
M.A., Columbia University
Ed.D., Rutgers University
James W. McCoy

Professor Emeritus of Mathematics
B.S., Webb Institute
M.A., Ph.D., University of Oregon
Gordon McEwan
Professor Emeritus of Anthropology
B.A., Texas A&M University
M. A, Ph.D, The University of Texas at Austin
Ammini S. Moorthy
Professor Emerita of Biological Sciences
B.S., M.S., Kerala University
Ph.D., New York University
Angela Titta Moran
Professor Emerita of Nursing
B.S., Wagner College
M.A., Teachers College, Columbia University
John J. Moran
Business Administration
B.S., St. John’s University
M.B.A., St. John’s University
J.D., New York Law School
Roy Mosher
Professor Emeritus of Biological Sciences
B.S., M.S., Ph.D., Dalhousie University
Anthony Pfister
Professor Emeritus of Biological Sciences

B.A., Montclair State College
Ph.D. University of Florida
Stephen Preskill
Professor Emeritus of Education
B.A., Ithaca College
M.A., Long Island University
M.S.Ed., University of Vermont
Ph.D., University of Illinois
George D. Rappaport
Professor Emeritus of History
B.A.; Brooklyn College, C.U.N.Y.
Ph.D., New York University
Otto Raths
Professor Emeritus of Physics
M.E., Engineering, Stevens Institute of Technology
M.S., Physics, Stevens Institute of Technology
Ph.D., High Energy Physics, Stevens Institute of Technology
Eleanor Meyer Rogg
Professor Emerita of Sociology
B.A., Hunter College
M.A., Columbia University
Ph.D., Fordham University
Edith Anna Schmitt
Professor Emerita of Nursing
R.N., Ann May School of Nursing

B.S., M.S., University of Pennsylvania;
Ed.D., New York University
Constance B. Schuyler
Professor Emerita of Nursing
B.S., M.Ed., Ed.D., Columbia University
Peter Sharpe
Professor Emeritus of English
B.A., University of Massachusetts
M.A., University of Michigan
Ph.D., New York University
Joseph D. Smith Jr.
Professor Emeritus of Religion
B.A., Florida State University
M.Div., S.T.M., Yale Divinity School
M.S., M.Phil., Ph.D., Yale University
Gary P. Sullivan
Professor Emeritus of Theatre and Speech
B.A., Idaho State University
M.F.A., University of Oregon
Robert Volyn
Professor Emeritus of Economics
B.B.A., Upsala College
B.S., M.B.A., Fairleigh Dickinson University
Ph.D., New York University
Egon O. Wendel

Professor Emeritus of Education
B.S., Wagner College
M.A., Columbia University
Ed.D., New York University

Professors

Full-Time Faculty
Kathleen Ahern
Evelyn L.Spiro School of Nursing
B.S., M.S., F.N.P. Wagner College
Ph.D., Adelphi University
Mohammad Alauddin
Chemistry
B.S., M.S., University of Dacca
Ph.D., University of Kentucky
Sarah Donovan
Philosophy
B.A., Skidmore College
M.A., Ph.D., Villanova University
Amy Eshleman
Psychology
B.A., Hope College
M.A., Ph.D., University of Kansas
John P. Esser
Sociology
B.S., Haverford College
M.S., J.D., Ph.D., University of Wisconsin
Celeste Marie Gagnon
Anthropology
B.A., University of Delaware
M.A., Arizona State University

Ph.D., University of North Carolina
Katia Gonzalez
Education
B.S., Lynn University
M.A., Ed.D., Teachers College, Columbia University
Phill Hickox
Performing Arts
B.A., Hiram College
M.F.A., University of Illinois
Shaohua Hu
Government and Politics
B.A., M.A., Peking University
Ph.D., American University
Adrian Ionescu
Mathematics/Computer Science
B.S., M.S., University of Bucharest
Ph.D., Texas A& M University
Florin Pop
Mathematics/Computer Science
B.S., M.S., University of Bucharest
Ph.D., University of New Mexico
Jeffrey Kraus
Government and Politics
B.A., Brooklyn College
M.A., M.Phil., Ph.D., Graduate Center, C.U.N.Y.

Richard LaRocca
Nicolais School of Business
B.S., Boston College Carroll School of Management
M.B.A., St. John’s University
D.P.S., Pace University Lubin School of Business
Laura Morowitz
Art, Art History, and Film
B.A., Brooklyn College
MA New York University
M.S., Ph.D., New York University
Patricia Moynagh
Government and Politics
B.A., Boston University
M.A., Ph.D., New York University
Laurence J. Nolan
Psychology
B.S., University of Southwestern Louisiana
M.A., Ph.D., University of Delaware
Horst Onken
Biology
M.S., Ph.D., Free University of Berlin
Nicholas P. Richardson
B.S., University of Salford, England
Ph.D., University of Toledo
Felicia Ruff

Performing Arts
B.A., Rutgers University
M.A., Ph.D., Graduate School University Center, C.U.N.Y
Margarita Sanchez
Modern Languages (Spanish)
B.A., University Pontificia Bolvariana
M.A., Ph.D., Rutgers University
David L. Schulenberg
Music
B.A., Harvard University
M.A., Stanford University
Ph.D., S.U.N.Y., Stony Brook
Steven Snow
Government and Politics
B.A., University of Iowa
M.A., Ph.D., University of Washington
Donald E. Stearns
Biology
B.A., Dartmouth College
M.S., University of New Hampshire
Ph.D., Duke University
Patricia Tooker
Dean, Evelyn L.Spiro School of Nursing
B.S., M.S., D.N.P., Wagner College
Katica Urbanc

Modern Languages (Spanish & French)
B.A., Concordia University
M.S., Ph.D., Georgetown University
Lori R. Weintrob
History
B.A., Princeton University
M.A., Ph.D., University of California at Los Angeles

Associate Professors

Full-Time Associate Faculty
Zhexu Ai
Nicolais School of Business
B.A. Tianjin University of Finance and Economics
M.S., University of Maryland
Ph.D., University of Connecticut
Edna Aurelus
Evelyn L. Spiro School of Nursing
B.S.N., New York Institute of Technology
M.S., Wagner College
D.N.P., Arizona State University
Paul Barretta
Nicolais School of Business
B.B.A, M.B.A, Baruch College, C.U.N.Y.
Ph.D., The University of Texas – Pan American (UTRGV)
Philip Cartelli
Art, Art History & Film
B.A, Columbia
M.A.Havard
Ph.D. Harvard University
Heather Cook
Biology
B.S., College of New Jersey
Ph.D., Tufts University
Frank DeSimone

Nicolais School of Business
B.A., Baruch College
M.B.A., New York University
Ph.D., International School of Management
Gregory J. Falabella
Physics
B.S., M.S., Ph.D., Rutgers University
Racquel Campo DeCicco
Chemistry
B.S., Wagner College
Ph.D., Stony Brook University
Denise Gasalberti
Evelyn L.Spiro School of Nursing
B.S.N., M.S.N., Seton Hall University
Ph.D., New York University
Nelson Kim
Art, Art History, and Film
M.F.A. Columbia University, Film
B.A. University of California at Berkley
Chien Liu
Sociology
B.S., Beijing Foreign Language Institute
M.A., Baylor University
Ph.D., Florida State University
Theresa McCarthy

Performing Arts
B.A., University of Michigan
MFA, University of California
Brett Palfreyman
History
B.A., M.A., Boston College
Ph.D., Binghamton University
Rita Reynolds
History
B.A., California Institute of the Arts
M.A., NYU and University of California
Ph.D., University of Massachusetts
Lindsay Sabatino
Director of Writing Center
B.A., Drew University
M.A., St. Johns University
Ph.D., Indiana University of Pennsylvania
Zohreh Shahvar
Mathematics/Computer Science
B.S., University of Tehran
M.S., Ph.D., Iowa State University
Dane Stalcup
Modern Languages (French)
B.A., Tulane University
M.A., Ph.D., New York University

Jennifer Toth
Art, Art History, and Film
A.B., Smith College
M.F.A., Yale University
Lauri L. Young
Performing Arts
B.M., Oberlin College
M.M., University of Louisville
Dane Stalcup
Modern Languages (French)
B.A., Tulane University
M.A., Ph.D., New York University

Assistant Professors

Full-Time Assistant Professors
Jing Chen
Nicolais School of Business
M.S., Tongji University
M.A., KEDGE Business School
Ph.D., University of Texas at El Paso
Nancy Cherofsky
Evelyn L. Spiro School of Nursing
B.S., M.S., FNP, Wagner College
D.N.P., Pace University
Jane V. DeFazio
Evelyn L. Spiro School of Nursing
B.S., College of Staten Island
M.S., Wagner College
Ph.D., RN, Seton Hall
Lorrie DeSena
Evelyn L. Spiro School of Nursing
B.S., M.S., DNP Wagner College
Jose Diaz
Education Department
B.S., College of Staten Island
M.S., St. John’s University
M.A., Wagner College
Ed.D., University of St. Thomas
Jennifer Diaz

B.S St. John’s University, Staten Island
MS, Brooklyn College, City University of NY
Jessica England
Psychology
B.A., University of Maryland, College Park
M.S., Loyola University, Maryland
Ph.D., University of Florida
Erin Friedman
B.A., Brooklyn College, City University of NY
M.A. Hunter College, City University of NY
Ph.D, The Graduate Center, City University of NY
Thomas Jongile
BCom St. Eden University Leeuwarden,
Netherlands
Ph.D., University of Mississippi
Thomas Juneau
Music
B.A., Texas Tech University
M.M., Conservatory of Music at University of Cincinnati
D.M.A., Rutgers University
Kayhan Koleyni
Nicolais School of Business
B.S., M.S., Azad University
Ph.D., University of Memphis
Dana Internicola

Nicolais School of Business
BA, MS Pace University
Heyun Li-Ore
Nicolais School of Business
B.A., Southeast University
M.S., University of Maryland
Ph.D., Baruch College, C.U.N.Y
Ting Cho Lau
Philosophy & Religion
BA, University of Pennsylvania
PhD, University of Notre Dame
Seonghun Lee
BA, University of Dayton
MS, University of Louisville
MS, Write state University, Ohio
PhD University of Louisville.
Josephine Marcantonio
Evelyn L. Spiro School of Nursing
B.S., College of Staten Island
M.S., Wagner College
D.N.P., Regis College
Yana Kosenkov
Chemistry
B.S., Chemistry and Computer Science
Dnepropetrovsk National University

Dnepropetrovsk, Ukraine
M.S., Chemistry Dnepropetrovsk National University

Faculty and Administrators

Associated Faculty

ASSOCIATED FACULTY
Samuel Curcio/Head of Dance
Performing Arts
A.A., Plaza School of Technology
CMA, RSMT, RSME
Thomas Juneau
Music
B.A., Texas Tech University
M.M., Conservatory of Music at University of Cincinnati
D.M.A., Rutgers University
David Lau
Physician Assistant Program
B.S., Sophie Davis Biomedical
M.S. Touro University
Nora Lowy
Physician Assistant Program
B.S., Yeshiva University
M.P.A., Long Island University
Ph.D., Seton Hall
Sidney Obas
Physician Assistant Program
B.S. Touro College
M.B.A., LSUS
Michelle Pawk
Performing Arts

B.A., College Conservatory of Music
Tinamarie Petrizzo-Hughes
Evelyn L. Spiro School of Nursing
B.S., M.S., Wagner College
Michael Rota
Physician Assistant Program
B.S., Wagner College
M.S., Wagner College
D.H.S., MCPHS University
Maximilian Rottenecker
Art, Art History, Film
B.A., Ithaca College
M.B.A., Wagner College
Margaret Terjesen
Evelyn L. Spiro School of Nursing
B.S.N., College of Staten Island
M.S., D.N.P., Wagner College
Lisa Woody
Evelyn L. Spiro School of Nursing
B.S., M.S., Wagner College

Visiting

VISITING
Matthew Holben
Visual Arts
B.S., Michigan State University
B.A., Wayne State University
M.F.A, Maryland Institute College of Art
Eoin Moore
Ph.D. in Mathematics, City University of New
York Graduate Center
University
B.S. in Physics, University of Massachusetts
M.S. in Physics, University of California San Diego
Amherst, Honors College

Clinical Professors

CLINICAL PROFESSORS
Miguel Campinho
Music
B.A., Instituto Politecnico do Porto (Portugal)
M.A. University of Hartford
Ph.D. University of Hartford
Jose Diaz
Education Department
B.S., College of Staten Island
M.S., St. John’s University
M.A., Wagner College
Ed.D., University of St. Thomas
Paul Gold
Education Department
B.A., SUNY Purchase
M.A., Dowling College
Ed.D., Dowling College
Adam Jadhav
Anthropology
B.S., University of Illinois at Urbana-Champaign
M.A. American University
PH.D University of California at Berkeley
Doris Korona
Evelyn L. Spiro School of Nursing
B.S., M.S., D.N.P., Wagner College

Richard Lahijani, Clinical Professor of
Accounting
Nicolais School of Business
B.A., Queens College, C.U.N.Y.
M.S., Baruch College, C.U.N.Y.
Karim Malak
History – Middle East
Studies
B.A., M.A.
Ph.D, Columbia University
Victoria Neal
Performing Arts
B.A. Lafayette College
M.F.A Southern Illinois University -
Carbondale
Dina Prisco
Occupational Therapy Program
B.S., New York University
M.S., New York University
PH.D., University of the Cumberlands
Carolyn Taverner
Psychology
B.A., Wagner College
M.A., Teachers College, Columbia University
Ph.D., City University of New York

Ph.D., City University of New York
Danielle Walley
Evelyn L. Spiro School Of Nursing
B.S.N., M.S.N., Long Island University

Archived Catalogs

2025-2026: Coming Soon!