2025-2026 UNDERGRADUATE CATALOG

RUSSELL SAGE COLLEGE
ALBANY & TROY

catalog.sage.edu

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About Russell Sage College

Academic Calendar

- Calendar information & the UG Final Exam schedule is on Sage.edu, sage.edu/academics/academic-calendars/
- Sage's academic year begins with summer and runs through the fall and spring semesters
- The official academic calendar is set each spring by the Registrar's Office for the upcoming two academic years

SUMMER 2025	
May 19, 2025	Summer UG and GR begins
May 17, 2025	Add/Drop Ends
May 26, 2025	Holiday/Closed
June 13, 2025*	Last Day to Withdraw from UG courses
June 19, 2025	Holiday/Closed
July 3 & 4, 2025	Holiday/Closed
August 15, 2025	Summer UG and GR ends
August 20, 2025	Summer Grades Due

*UG courses that start on 5/19

FALL 2025	
August 12, 2025	De-registration
August 25, 2025	Fall UG and GR begins
August 27, 2025	First Year Student Convocation
August 29, 2025	Add/Drop Ends
September 1, 2025	Holiday/Closed
September 5, 2025	Faculty Fall Roster Reconciliation due
September 29, 2025	UG Advisory Grades due @ noon
October 1, 2025	December Graduation Applications Due
October 8, 2025	Dean's Read Program (RSC 101)
October 13, 2025	Holiday. College closed
October 14, 2025	Offices open. No classes
October 20, 2025	Advising Begins
November 3, 2025	Registration Opens for Spring 2025
November 14, 2025	Last Day to Withdraw from UG courses (W grade)
November 14, 2025	Last Day to opt for Pass/Fail
Nov. 26-30, 2025	Thanksgiving Break/Closed
November 19, 2025	RSC Showcase (RSC 101/RSC 301)
December 1, 2025	Last Class Day (UG Day)
December 2, 2025	Reading Day
Dec. 3-5 & 8, 2025	Final Exam Period (UG Day)
December 8, 2025	Last Class Day/Exams (UG Evening/Grad)
December 11, 2025	Fall Grades due @ noon

SPRING 2026	
January 14, 2026	De-registration (Schedules dropped for non-payment)
January 19, 2026	Holiday. College closed
January 20, 2026	Spring UG and GR Begins
January 26, 2026	Add/Drop Ends
January 31, 2026	Faculty Spring Roster Reconciliation Due
February 16, 2026	May Graduation Applications Due
February 23, 2026	UG Advisory Grades Due @ noon
March 9-13, 2026	Spring Break
March 16, 2026	Advising Begins
March 31, 2026	Registration Opens for Summer & Fall 2026
April 10, 2026	Last Day to Withdraw from UG courses (W grade)
April 10, 2026	Last Day to opt for Pass/Fail
April 29, 2026	Undergraduate Research Day
May 1, 2026	Last Class Day (UG Day)
May 4, 2026	Reading Day
May 5-8, 2026	Final Exams (UG Day)
May 11, 2026	Last Class/Exam (UG Evening/Grad)
May 12, 2026	Graduating Students Grades Due @ noon
May 16, 2026	Commencement
May 18, 2026	All other Spring Grades Due @ 5:00 p.m

Academic Freedom, Intellectual Curiosity, and Freedom of Expression

Because Russell Sage College is committed to free and open inquiry in all matters, it offers all members of the Russell Sage College community the broad latitude to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom are necessary to the functioning of the institution, Russell Sage College fully respects and supports the freedom of all members of the Russell Sage College community "to discuss any problem that presents itself."

Of course, the ideas of different members of the Russell Sage College community will often and quite naturally conflict. But it is not the proper role of Russell Sage College to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although Russell Sage College greatly values civility, and although all members of the Russell Sage College community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. Russell Sage College may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of Russell Sage College. In addition, Russell Sage College may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the institution. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with Russell Sage College's commitment to a completely free and open discussion of ideas.

In a word, Russell Sage College's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the Russell Sage College community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the Russell Sage College community, not for Russell Sage College as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the Russell Sage College community to engage in such debate and deliberation in an effective and responsible manner is an essential part of Russell Sage College's educational mission.

As a corollary to Russell Sage College's commitment to protect and promote free expression, members of the Russell Sage College community must also act in conformity with the principle of free expression. Although members of the Russell Sage College community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, Russell Sage College has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

Accreditation, Organizations, and Affiliations

Accreditation

Middle States Commission on Higher Education
Russell Sage College is accredited by the Middle States Commission on Higher Education, MSCHE, 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000, www.msche.org. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

New York State
Russell Sage College is chartered by the New York

State Board of Regents. Programs registered by the New York State Education Department are listed on the NYSED Inventory of Registered Programs.

Individual programs are accredited by:

- **AAQEP**, Association for Advancing Quality in Educator Preparation, P.O. Box 7511, Fairfax Station, VA 22039, 301-276-5106.
- **ACEND/AND**, Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (800) 877-1600.
- **ACOTE**, Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, 4720 Montgomery Lane, PO Box 31220, Bethesda, MD, (301) 652-2682.
- **CAPTE**, Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association, Trans-3245; Potomac Plaza, 1111 North Fairfax Street, Alexandria, VA, 22314-1448, (703) 706-3245.
- **CCNE**, Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC. (202) 887-6791.
- **IACBE**, International Accreditation Council for Business Education, 11374 Strang Line Road, Lenexa, Kansas 66215, (913) 631-3009.
- **MPCAC**, Master's in Psychology and Counseling Accreditation Council, 595 New Loudon Road #265, Latham, NY 12110 (518) 764-7581.
- **NASAD**, National Association of Schools of Art and Design, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, (703) 437-0700.

Organizations and Affiliations

- **AACU**, Association of American Colleges and Universities, AAC&U
- **ACE**, American Council on Education, ACE
- **Capital Region Consortium**, formerly known as, Hudson Mohawk Association of Colleges & Universities. Members: Adirondack Community College, Albany College of Pharmacy, Empire State College, Hudson Valley Community College, Maria College, Rensselaer Polytechnic Institute, Russell Sage College, Schenectady County Community College, Siena College, Skidmore College, SUNY Cobleskill, Union College, University at Albany
- **CIC**, Council of Independent Colleges, CIC
- **CICU**, Commission on Independent Colleges and Universities NY, CICU
- **NACU**, The New American Colleges and Universities, NACU
- **NAICU**, National Association of Independent Colleges and Universities, NAICU
- **NC-SARA**, National Council for State Authorization Reciprocity Agreements, NC-SARA
- **OCICU**, Online Consortium of Independent Colleges and Universities, OCICU
- **Okanagan Charter**, U.S.Health Promoting Universities & Colleges

Archived Catalogs

Archived Undergraduate Catalogs

- 2024-2025 (PDF)
- 2023-2024 (PDF)
- 2022-2023 (PDF)
- 2021-2022 (PDF)
- 2020-2021 (PDF)
- 2019-2020 (PDF)

UG Catalogs 2018 or older, contact registrar@sage.edu

GR Catalogs: grad-catalog.sage.edu/

Right to Modify

Students are bound by the programs and regulations set forth in the Catalog at the time they begin their degree studies at Russell Sage College. Russell Sage College reserves the right to change without notice any policies and procedures that appear in this Catalog. This includes the right to modify the academic requirements and programs of study; the arrangement and content of courses; instructional material used; tuition and fees; any regulation affecting the student body.

Contact

Office of Admission

admission@sage.edu | 518-244-2000

Albany Campus: 140 New Scotland Avenue, Albany, NY 12208
Troy Campus: 65 First Street, Troy, NY 12180

Maps & Directions: https://www.sage.edu/about/maps-directions
Campus Directory: https://www.sage.edu/about/offices-centers/campus-directory/
Office Directory: https://www.sage.edu/about/offices-centers/

Equal Opportunity and Non-Discrimination

It is the policy of Russell Sage College to comply with applicable federal, state and local laws and regulations regarding equal opportunity and non-discrimination. Employment practices will not be influenced or affected in an illegally discriminatory manner by an individual's race, color, religion, marital status, gender, sexual orientation, national origin, age, disability, veteran status or any other characteristic protected by law. Likewise, admission, financial aid, and access to programs will not be influenced or affected in an illegally discriminatory manner by an individual's race, color, religion, marital status, gender, sexual orientation, age, disability, veteran status, national origin, or any other characteristic protected by law. Inquiries with respect to the specifics of the laws governing these matters or with respect to the application of these policies should be directed to the Director of Human Resources, Russell Sage College, Cowee Hall, 65 First Street, Troy, New York 12180. (518) 244-2391.

History of Russell Sage College

Presidents of Russell Sage College

	Years
Eliza Kellas	1916-1928
Dr. James Laurence Meader	1928-1942
Helen McKinstry	1942-1946
Dr. Lewis A. Froman	1948-1969
Dr. Charles U. Walker	1970-1975
Edgar S. Pitkin (Interim)	1975
Dr. William F. Kahl	1976-1988
Dr. Sara S. Chapman	1988-1995
Dr. Jeanne H. Neff	1995-2008
Dr. Susan C. Scrimshaw	2009-2017
Dr. Christopher Ames	2017-2024
Dr. Matthew Shaftel	2024-

History of Russell Sage College

Founded in 1916 by Margaret Olivia Slocum Sage and named for her husband, Russell Sage College is the outgrowth of the Emma Willard School, the oldest preparatory school for women in the United States. An 1847 graduate of Emma Willard, Mrs. Sage began a teaching career before marriage. In later life she became the custodian of a large fortune bequeathed by her financier husband and became America's foremost woman philanthropist. When she was almost 88 years old, Mrs. Sage decided that the three original Willard School buildings in downtown Troy, N.Y. should be the nucleus of something "entirely different" from the preparatory school.

With Eliza Kellas, principal of Emma Willard, Mrs. Sage approved a blueprint for a curriculum that offered women students a new concept in American education: a combination of traditional liberal arts study with preparation for specific careers. Russell Sage College opened its doors in September 1916 as a "School of Practical Arts," and students arrived from as far away as Oregon and Hawaii to enroll.

By the time of its first four-year graduation in 1920, its academic program was solidly established, and the extracurricular life on campus was lively, complete with student government, student publications, clubs, and social events. On December 29, 1927, the New York Board of Regents granted a new and separate charter for Russell Sage College, reaffirmed the status of Emma Willard as a secondary school, and approved the legal transfer of property to the college. During World War II an Emergency Men's Division was created which later became a coeducational Albany Division established in 1949 to offer associate, bachelor's and master's degrees to government workers and returning veterans.

With a charter change effective July 1, 2020 and beginning with the fall 2020 semester, Russell Sage College, Sage College of Albany, and Sage Graduate Schools united under a single name: Russell Sage College, one college with two co-educational campuses in Albany and Troy, New York.

- History of Russell Sage College on Sage.edu: sage.edu/about/mission-history/

History of the Sage College of Albany, 1949-2020

In 1949 Russell Sage College for women in Troy, NY, opened a coeducational Albany Division. Intended to serve the large number of veterans returning from World War II, state government workers, and others seeking an education related to workplace needs, the Albany Division offered associate, bachelor's and master's degrees in an evening schedule to an audience of working adults.

The first classes were offered in buildings located in downtown Albany. In 1957, noting the absence of a public community college in Albany County, President Lewis Froman received approval to establish a "private junior college" operating on a daytime schedule in the same buildings. In the summer of 1959, the College purchased a portion of the site of the Albany Home for Children at New Scotland and Academy Road and a year later the entire Albany Division moved to the new campus, continuing to coexist in the same buildings in daytime and evening schedules. In 1962, the Junior College of Albany (JCA) received its own degree-granting power, and henceforth all associate degrees (day and evening) were awarded through JCA.

During the 1970's, art and design became signature programs for JCA and earned prestigious NASAD accreditation. For many years, the evening division continued to offer bachelor's and master's degrees under the charter of Russell Sage College. During the 1980's, the umbrella institution began to be known as The Sage Colleges, the two-year college as Sage Junior College of Albany, and the evening division as the Sage Evening College (now called School of Professional & Continuing Education, SPCE) and Sage Graduate School. In 1995, these names were formalized, and the Sage Graduate School received separate degree-granting powers.

In 2001, responding to the wishes of the SJCA students to remain at Sage for four years, the rising credentials needed for entry-level professional positions, and the emerging workplace needs of the 21st century, Sage Junior College of Albany and Sage Evening College were replaced by a single four-year entity, Sage College of Albany. SCA offers many innovative and interdisciplinary degree programs, retaining its historic prominence in art and design, and the School of Professional and Continuing Studies, SPCE, offers upper-level, bachelor's degree completion programs for working adults.

Programs were characterized by interdisciplinary values, multiple pathways, and learning for application. Designed and delivered by a faculty committed to working with students to reach their unique learning goals in an active learning environment. Special emphasis was placed on preparation for new and emerging professions that draw upon the College's core competencies in art and design, computing technologies, business, legal studies, writing and information sciences. Applied programs in the liberal arts and sciences complement these central areas, while general education requirements at both introductory and upper levels add value and depth to professional studies. The innovative iThink curriculum (ITK) emphasized problem-based learning and prepared students for the contemporary workplace. With multiple opportunities for internships and students tested their education and skills in the real world.

Beginning in fall 2020, Sage implemented the one college format (combining Albany & Troy programs) including the formation of one general education program. Sage College of Albany was re-named as Russell Sage College.

Mission and Purpose

RUSSELL SAGE COLLEGE
BE. KNOW. DO.

The motto of Russell Sage College, Esse Scire Facere, "To Be, To Know, To Do," informs the educational mission and purpose where the common effort is to translate learning into action and application, within a framework of value that recognizes the obligation of educated persons to lead and serve their communities.

Sage is a community of scholars committed to empowering students:

To Be: To provide the individual student with the opportunity and means to develop and advance personally and professionally, and thus to be successful in achieving life goals;

To Know: To contribute to the larger society a group of diverse, thoughtful and competent citizen-leaders who continue to be engaged in the pursuit of lifelong learning; and

To Do: To translate learning into action and application, recognizing the obligation of educated persons to lead and to serve their communities.

The mission of Russell Sage College is to prepare students to participate fully and actively in the life and work of society. The College seeks to provide students of all ages and backgrounds with a strong vision of their own power and potential. The College's commitment to integrating liberal and career-focused study reflects the fundamental belief that each complements the other. Through both its academic program and supportive environment, Russell Sage College creates an intellectually challenging and caring community to facilitate the development of knowledge, skills, and attitudes essential in an increasingly interdependent world.

Founded in 1916, Russell Sage College, located in Albany, NY and Troy, NY, offers bachelor's degrees in professional fields and liberal arts and sciences, such as, art & design, business, expressive arts in mental health, criminal justice, education, health sciences, nursing, nutrition science, psychology, and theatre. Through its professional and continuing studies program, Russell Sage College offers a bachelor's degree completion programs in nursing and psychology designed specifically for working adults.

Russell Sage College offers advanced study for practice and leadership through master's degrees and post-master's certification in professional disciplines, as well as the doctorate in educational leadership, occupational therapy, physical therapy, and nursing science. Master's degrees include management, education, health services administration, nursing, nutrition, occupational therapy, and psychology.

Russell Sage College is a distinctive academic community: a small, professionally oriented college, where individuals count and are consistently challenged to develop their strengths, self-confidence, and autonomy. Academic standards are high at Russell Sage, as students learn to think critically, make sound value judgments, and develop a love of learning that will be theirs for life. Study in both the professional and liberal arts provides excellent preparation for successful careers and contributive lives.

Sage students benefit from recent research. Students tend to do well in an environment valuing collaborative teaching and learning. Small classes and a college philosophy that emphasizes active learning and discussion foster such an environment here.

Interdisciplinary core courses required as part of the comprehensive general education program assist students in becoming empowered, informed, participatory citizens in a dynamic and diverse society. Courses enable students to see themselves as potential agents for change, whether locally or globally, in the world beyond Sage.

Highly credentialed, talented, and caring faculty members are teachers first and foremost, but they are also authors, researchers, and leaders in their fields of study and practice. They encourage, challenge, and support students and provide programs of study that systematically connect the classroom to the world beyond the campus.

College programs have reflected the RSC motto, "To Be, To Know, To Do," since the College's inception. Knowledge becomes valuable as it becomes action; RSC stresses the importance of practical experiences as a crucial component of the learning process. Russell Sage offers internships at more than 900 locations in New York and New England, with internship opportunities also available overseas. Sage students learn and work in hospitals, social service agencies, laboratories, courtrooms, museums, and art centers, as well as for newspapers, the New York State Legislature, state agencies, television and radio stations, banks, law enforcement agencies, schools, and halfway houses. Many students also collaborate with professors on

original research. Some students present the results of their research at national meetings or publish in refereed journals.

Another hallmark of Russell Sage is the strong connection between undergraduate and graduate study. Several programs, such as education, physical therapy, and occupational therapy, offer accelerated bachelor's-to-master's or bachelor's to doctorate options. Russell Sage also offers joint degrees with other institutions, including a 3+3 program with Albany Law School.

Academic Policy: Coursework

Academic Adjustments for Students with Accessibility Needs

Academic requirements may be modified, on a case-by-case basis, to afford qualified students and applicants with accessibility needs an equal educational opportunity.

Complete information on these policies, and procedures for requesting these adjustments may be found in the Campus Policies section of the Catalog and on Sage.edu, sage.edu/student-life/wellness-center/accessibility-services/

Change of Major, Minor, or Advisor

Major Program Changes

The Office of Academic Advising assists undergraduate students with the major program changes. To request a change, students must send their request in writing from their Sage email account to: academicadvising@sage.edu. The request should include their name, ID number, and a brief explanation of the change or changes they are seeking.

- change Major program (major programs)
- change Catalog Year
- request a new Faculty Advisor (major)
- declare a double major (two majors; one degree)

Students should consult with the Office of Financial Aid if the major change will extend their graduation beyond the original anticipated completion date. If approved, the request is forwarded to the Registrar's Office for processing and the student is assigned a new faculty advisor. Students can view changes to their academic information in Student Planning - My Progress.

Declaration of a Minor Program

UG Minor Programs: students requests for adding a minor or dropping a minor (Minor Policy Information) are sent in writing from the Sage email account.

- **Adding a Minor:** Office of Academic Advising, academicadvising@sage.edu
- **Dropping a Minor:** Office of the Registrar, registrar@sage.edu

Major Program Admission Criteria

The academic programs listed below have distinct admission criteria and/or limited space availability. Student requests are reviewed by the Advising Office in collaboration with the academic departments (academicadvising@sage.edu).

Academic Program	Admission Criteria	Major Change Notes
Art + Extended Media, BFA	• Portfolio Review	Email the Advising Office with request any time of year. See website for portfolio requirements, sagearts.slideroom.com/
Early Childhood & Childhood Education, BS	• Cum GPA: 3.000 • 3.000 GPA in all courses required for Childhood Education program • 3.000 GPA in all courses required for Liberal Arts major program	Email the Advising Office with request any time of year. Note: a major change might be not be approved until a student has demonstrated the GPA requirements at Sage. Declaration of the Early Childhood & Childhood Education major requires completion of a liberal arts concentration, English, Foreign Language, History, or Life Sciences.

Graphic + Media Design, BFA	• Portfolio Review	Email the Advising Office with request any time of year. See website for portfolio requirements, ~~sagearts.slideroom.com/~~
Interdisciplinary Studies, BA or BS	• Permission of academic department chairs • Student Proposal form is required.	See Catalog page, ~~Interdisciplinary Studies (B.A. or B.S.)~~ for more information. Permission of Department Chairs required.
Interior + Spatial Design, BFA	• Portfolio Review	Email the Advising Office with request any time of year. See website for portfolio requirements, ~~sagearts.slideroom.com/~~
Undergraduate program leading to **Law** 3+3	• Cum GPA: 3.300 or higher • LSAT completion, median score (minimum) required.	Contact: itddep@sage.edu for more information
Nursing, BS	• 3.000 GPA in nursing major support courses (required) • Completion of support courses: BIO 201, BIO 202, BIO 208, CHM 103, PSY 101, PSY 202 or 208, SCI 120, SOC course, and SOC 350 • Space Availability	Major change requests to Nursing are reviewed twice a year after semester course grades are posted. Students must email the Advising Office by January 2 (fall review) or May 15 (spring review) with the official request. Candidates are reviewed by the Advising Office to determine eligibility. Final decisions rest with the Nursing department. *Note: qualified candidates may be denied admission to the program if space is not available. **In order for nursing students to enroll in NSG courses, a nursing major GPA of 3.000 or higher is required.
Any undergraduate program leading to **Occupational Therapy,** MS	• Cum GPA: 3.250 • Science GPA: 3.000	Email the Advising Office with request any time of year. The program change might be put on hold until a student has demonstrated the GPA requirements. This includes requests to change from non-accelerated to accelerated track.
Physical Education, BS	• Cumulative GPA: 3.000 • Major GPA: 2.750	Email the Advising Office with request any time of year. Note: major change might be put on hold until a student has demonstrated GPA requirements at Sage.
Undergraduate program leading to **Physical Therapy,** DPT	• Cumulative GPA: 3.000 • Science GPA: 3.000	Email the Advising Office with request any time of year. The program change will be put on hold until a student has demonstrated GPA requirements. This includes requests to change from non-accelerated to accelerated track.

Faculty Advisor (major)

Each student is assigned a Faculty Advisor from their major department. The faculty advisor (major) is the student's primary academic advisor. The Faculty Advisor (major) name and contact information is listed in Self Service. In Self Service go to Student Planning – My Progress. On the My Progress main page in the At a Glance section, click on the blue Show Program Notes link.

- See the Academic Advising page for more information on the Role of the Faculty Advisor & Student Responsibilities.

Course Descriptions

Course Descriptions

- **Undergraduate (100-400 Level) - click** here
- **Graduate (500-800 Level) - click** here

Schedule of Classes

- **Self Service** - **Course Catalog** - Advanced Search tab (sss.sage.edu)

Course Prefixes

Course Descriptions: catalog.sage.edu/classes **Liberal Arts & Sciences:** catalog.sage.edu/liberal-arts-sciences		**UG: 100-400 Level** **GR: 500-800 Level**	
PREFIX	**UG Subject or Department**	**Campus**	
ACC	Accounting	Albany	P
AEM	Art + Extended Media	Albany	P
ARA	Arabic	Online	L
ARH	Art History	Albany	L
ASL	American Sign Language	Albany	L
BIO	Biology	Troy	L
BUS	Business	Albany	P
CHM	Chemistry	Troy	L
CHN	Chinese	Online	L
CLB	Criminal Justice, Law & Behavior	Albany	L/P
COM	Communications	Albany/Troy	L

CRM	Criminal Justice	Albany/Troy	L/P
DAN	Dance	Troy	P
ECO	Economics	Albany	L
EDU	Education	Troy	P
EMH	Expressive Arts in Mental Health	Albany	L/P
ENG	English	Albany/Troy	L
FRE	French	Online	L
GER	German	Online	L
GMD	Graphic + Media Design	Albany	P
HSC	Health Sciences	Troy	L
HST	History	Albany/Troy	L
HUM	Humanities	Albany/Troy	L
ISD	Interior + Spatial Design	Albany	P
ITA	Italian	Online	L
ITD	Interdisciplinary	Albany/Troy	L
LAS	Law & Society	Albany	L/P
LAW	Law	Albany	P
MAT	Mathematics	Albany/Troy	L
MUS	Music	Troy	L/P
NCR	No Credit	Troy	--
NSG	Nursing	Troy	P
NTR	Nutrition	Troy	P
PBH	Public Health	Albany/Troy	L
PED	Physical Education	Troy	P
PHL	Philosophy	Albany	L
PHY	Physics	Troy	L
POL	Political Science	Albany/Troy	L
POR	Portuguese	Online	L
PSY	Psychology	Albany/Troy	L
RSC	RSC General Education	Albany/Troy	L
RUS	Russian	Online	L
SEE	Special Education	Troy	P
SCI	Science	Albany/Troy	L
SLP	Speech-Language Pathology	Albany	L/P
SOC	Sociology	Albany/Troy	L
SPA	Spanish	Troy	L
SST	Special Studies	Albany/Troy	L
THR	Theatre	Troy	L/P
VPA	Visual & Performing Arts	Troy	L
WRT	Writing	Albany/Troy	L
WST	Women's Studies	Troy	L

Culture and Language Acquisition at Sage (CLAS)

The foreign language courses offered through the Culture and Language Acquisition program (CLAS) are 3 credits each and fully online (asynchronous). They are designed to introduce to non-native speakers the four basic skills necessary to developing a working knowledge of a foreign language: a) understanding, b) speaking, c) reading, and d) writing. The emphasis is on speaking and understanding spoken [foreign language]. Reading and writing may be done as reinforcement to oral communication skills. The course will focus on idiomatic expressions used in daily speech, pronunciation, and vocabulary building. Starting in Level 1, and continuing throughout their entire CLAS experience, students will develop conversational speaking skills, will build listening-comprehension skills through significant exposure to real native speakers, and will acquire basic reading and writing skills in their new language.

Foreign Language courses offered through CLAS

ARA 101 Introduction to Arabic & ARA 102 Introduction to Arabic II
CHN 101 Introduction to Mandarin Chinese & CHN 102 Continuing Introduction to Mandarin Chinese
FRE 101 Introduction to French & FRE 102 Continuing Introduction to French
GER 101 Introduction to German
ITA 101 Introduction to Italian & ITA 102 Continuing Introduction to Italian
POR 101 Introduction to Portuguese
RUS 101 Introduction to Russian & RUS 102 Continuing Introduction to Russian

Contact
Dr. Kate Kagan, kagane@sage.edu, for more information

Equated Courses

EQUATED or EQUIVALENT COURSES

• Students with credits earned for a course in column **A** cannot also earn credits for the courses listed in columns **B**, **C**, or **D**.

A. Course	Course Title	Cr.	B. *Equivalent to*	C. *Equivalent to*	D. *Equivalent to*
AEM 423	Professional Practices	3	GMD 420		
ARH 225	Art of the Sixties & Seventies	3	WST 226		
ARH 230	Gender/Sexuality Modern/Contemp Art	3	WST 230		
ARH 302	Hist of Architecture & Interior Design II	3	ISD 301		
BIO 134	Human Biology	4	BIO 125		
BIO 484	Neurobiology	3	BIO 584		
BUS 212	Business Law I	3	LAW 205		
BUS 213	Business Law II	3	LAW 206		
BUS 224	The Business of Climate Change	3	SCI 224		
BUS 229	Systems Thinking & Ecological Economics	1	ECO 229		
BUS 312	Ethics & Social Responsibility	3	SOC 316	WST 316	
BUS 332	Conflict Management & Mediation	3	SOC 332	WST 332	
CHM 103	Introduction to General Chemistry	4	CHM 111		
CHM 111	General Chemistry I	4	CHM 103		
CLB 301	Applications of Legal & Social Research	3	LAW 302		
CRM 105	Introduction to Criminal Justice	4	CRJ 105	CRM 111	SOC 111
CRM 111	Criminal Justice: Function & Proc	3	CRM 105	SOC 111	
CRM 120	Deviant Behavior	3	SOC 120		
CRM 211	Criminology	3	CRM 311		
CRM 212	Juvenile Delinquency	3	SOC 212		
CRM 219	Law & Legal Process	3	LAW 101	POL 219	SOC 219
CRM 222	Women and Crime	3	PSY 222	WST 222	
CRM 266	Substantive Criminal Law	3	LAW 266		
CRM 310	Victims & Their Experience	3	SOC 310	WST 310	
CRM 311	Criminology	3	CRM 211		
CRM 315	The Nature of Crime	3	CRM 312	SOC 312	
CRM 319	Women and the Law	3	POL 319	SOC 319	WST 319
CRM 329	Domestic Violence	3	SOC 329	WST 329	
ECO 125	Economics of Social Problems	3	HST 125	SOC 125	
ECO 215	Statistics for Decision Making	3	MAT 220	PSY 207	
ECO 229	Systems Thinking & Ecological Economics	1	BUS 229		
EDU 252	Learning, Language, & Literacy	3	EDU 309		
EDU 306	Inclusive Teaching Strategies Stu/Dis	4	SEE 306		
EDU 314	Social Studies Methods	2	SEE 314		
EDU 323	Teaching Math, Science & Technology	4	SEE 323		
EDU 337	Classroom Management	3	SEE 337		
EDU 352	Adv Learning, Language & Literacy	4	SEE 352		
EDU 412	Early Childhood B 2 Methods	4	SEE 412		
EDU 474	Reading/Writing Content Areas	3	EDU 574		
EDU 574	Reading/Writing Content Areas	3	EDU 474		
ENG 165	#teenlit	3	ENG 226		
ENG 226	Young Adult Lit	3	ENG 165		
ENG 270	Hispanic Women Writers	3	SPA 270	WST 270	
GMD 303	Illustration I	3	GMD 320		
GMD 320	Imaging III	3	GMD 303		
GMD 322	Motion Design 2: Animation	3	GMD 412		
GMD 412	Animation	3	GMD 322		
GMD 420	Professional Practices	3	AEM 423		

HSC 215	Health & Wellness Across the Lifespan	3	PED 225		
HSC 306	Culture and Health	3	HSC 206		
HST 115	Intro to International Relations	3	POL 115		
HST 125	Economics of Social Problems	3	ECO 125	SOC 125	
HST 229	Civil Rights and Civil Lib.	3	POL 229		
HST 333	Hollywood As Historian	3	ITD 333		
HST 335	Social Movements	3	SOC 335	WST 335	
ISD 301	Hist of Architecture & Interior Design	3	ARH 302		
ITK 301	I.Think 301 Engage	3	RSC 301	WLD 401	
LAW 101	Introduction to Law	3	CRM 219	POL 219	SOC 219
LAW 202	Legal Research	2	CLB 302		
LAW 205	Business Law I	3	LAW 205		
LAW 206	Business Law II	3	LAW 206		
LAW 266	Substantive Criminal Law	3	CRM 266		
LAW 345	Race, Law, and Society	3	POL 345		
MAT 109	Contemporary Mathematics	3	MAT 110		
MAT 110	Topics in Mathematics	3	MAT 109		
MAT 220	Applied Statistics	4	ECO 215	PSY 207	
PED 225	Concepts of Fitness & Wellness	3	HSC 215		
PED 240	Sports Medicine	3	SCI 240		
POL 115	Intro to International Relations	3	HST 115		
POL 209	The Enduring Constitution	3	HIS 209		
POL 219	Law & Legal Process	3	CRM 219	LAW 101	SOC 219
POL 229	Civil Rights and Civil Lib.	3	HIS 229		
POL 319	Women and the Law	3	CRM 319	SOC 319	WST 319
POL 335	Social Movements	3	HST 335	POL 335	
POL 336	U.S. Foreign Policy	3	HST 336		

POL 345	Race, Law, and Society	3	LAW 345		
PSY 202	Human Development	3	PSY 208	PSY 203/ PSY204 (old)	
PSY 207	Statistics with Computer Applications	4	ECO 215	MAT 220	
PSY 208	Developmental Science	4	PSY 202	PSY 203/ PSY204 (old)	
PSY 222	Women and Crime	3	CRM 222	WST 220	
PSY 233	Research Methods & Design in Psychology	4	PSY 333		
PSY 316	Biopsychology	3	BIO 215		
PSY 320	Community Psychology	3	PYSC 325		
PSY 340	Domestic Violence	3	CRM 329	SOC 329	WST 329
RSC 301	Innovation to Impact	3	ITK 301	WLD 401	
SCI 120	Nutrition Science	3	SCI 235		
SCI 224	The Business of Climate Change	3	BUS 224		
SCI 235	Sports Nutrition	3	SCI 120		
SEE 306	Inclusive Teaching Strategies	4	EDU 306		
SEE 314	Social Studies Methods	2	EDU 314		
SEE 323	Teaching Math, Science & Technology	4	EDU 323		
SEE 337	Classroom Management	3	EDU 337		
SEE 352	Advanced Learning Language & Literacy	4	EDU 352		
SEE 412	Early Childhood Methods	4	EDU 412		
SOC 111	Criminal Justice: Function & Proc	3	CRM 105	CRM 111	
SOC 120	Deviant Behavior	3	CRM 120		
SOC 125	Economics of Social Problems	3	ECO 125	HST 125	
SOC 206	Sociology of Families	3	WST 206		
SOC 208	Race and Ethnic Relations	3	WST 208		
SOC 209	Gender, Feminism & Society	4	WST 209		
SOC 212	Juvenile Delinquency	3	CRM 212		

SOC 213	Power & Privilege	4	WST 333		
SOC 219	Law & Legal Process	3	CRM 219	LAW 101	POL 219
SOC 222	Women, Health & the Body	3	WST 222		
SOC 310	Victims & Their Experience	3	CRM 310	WST 310	
SOC 312	The Nature of Crime	3	CRM 315		
SOC 319	Women and the Law	3	CRM 319	POL 319	WST 319
SOC 329	Domestic Violence	3	CRM 329	WST 329	
SOC 332	Conflict Mgt & Mediation	3	BUS 332	WST 332	
SOC 335	Social Movements	3	HST 335	POL 335	WST 335
SOC 337	Research Methods for Sociology	4	SOC 350	SOC 357	
SOC 350	Research for the Professions	3	SOC 337	SOC 357	
SOC 357	Applied Research for the Social Sciences	3	SOC 337	SOC 350	
SPA 270	Hispanic Women Writers	3	ENG 270	WST 270	
WLD 401	Women Changing the World	3	ITK 301	RSC 301	
WST 206	Sociology of Families	3	SOC 206		
WST 209	Gender, Feminism & Society	4	WST 209		
WST 211	Introduction to Gender & Sexuality	3	SOC 214		
WST 220	Women and Crime	3	CRM 222		
WST 222	Women, Health & the Body	3	SOC 222	WST 222	
WST 226	Art of the Sixties & Seventies	3	ARH 225	WST 226	
WST 230	Gender/Sexuality Modern/Contemp Art	3	ARH 230	WST 230	
WST 270	Hispanic Women Writers	3	ENG 270	SPA 270	
WST 310	Victims and Their Experience	3	CRM 310	WST 310	
WST 319	Women and the law	3	CRM 319	POL 319	SOC 319
WST 329	Domestic Violence	3	CRM 329	POL 329	SOC 329
WST 332	Conflict Mgt & Mediation	3	BUS 332	SOC 332	
WST 333	Power and Privilege	4	SOC 213		
WST 335	Social Movements	3	HST 335	POL 335	WST 335

• **Course Descriptions - Catalog**: catalog.sage.edu/classes
• **Course Schedule** (Self Service): sss.sage.edu/Student/Courses

General Education

Students who complete the **Russell Sage College General Education program** will be empowered, informed, participatory citizens in a dynamic and diverse society. Students will develop practical knowledge, as well as, creative and critical thinking skills to thrive in an ever-changing world where multi-layered problems demand innovative solutions. Students may view their general education completion status using Self Service-Student Planning on the My Progress screen. Student learning outcomes are assessed and documented through a variety of artifacts, course assignments, and transcripts. [36 credits]

Program Goals

• *To Be:* students will develop cultural awareness and engage as citizen-learners who can problem-solve through ethical, evidence-based, and innovative thinking.
• *To Know:* students will develop, analyze, and synthesize knowledge to achieve a deeper understanding that will direct current and future inquiry and action.
• *To Do:* students will work collaboratively within diverse cultures through civic and professional engagement to facilitate change and positively impact communities.

I. Core : 15 credits

• **WRT 101** Writing in the Community (3 credits)
• **WRT 201** Researching in the Community (3 credits)
• **RSC 101** Thriving at Sage (3 credits) *****
• **RSC 201** Exploring Intercultural Perspectives (3 credits) ******
• **RSC 301** Innovating to Impact (3 credits)

II. Distribution : 21 credits

Arts, 3 credits
100- or 200-level course from: AEM, ARH, DAN, GMD, ISD, MUS, THR, or VPA

Humanities, 3 credits

100- or 200-level course from: ARA, ASL, CHN, COM, ENG, FRE, GER, HST, HUM, ITA, PHL, POR, RUS, or SPA

Natural Sciences, 3 credits
•100- or 200-level course from: BIO, CHM, PHY, or SCI
• PSY 316
• SLP 101, SLP 120, or SLP 220

Quantitative Reasoning, 3 credits
MAT 110 or higher or a Statistics course
• MAT 110, MAT 111, MAT 112, MAT 113, MAT 121, MAT 201, or MAT 202
• Statistics course: ECO 215 or MAT 220 or PSY 207

Social Sciences, 3 credits
• 100- or 200-level course from: CRM, ECO, POL, PSY, or SOC
• SLP 102

Wellness, 3 credits
ARH 310, BUS 110, BUS 369, EMH 201, EMH 211, EMH 216, EMH 218, HSC 215, HST 238, HUM 314, NSG 201, PBH 201, PED 225, or PSY 219

Distribution Elective, 3 credits
Complete a course from one of the Distribution areas and is outside of your major requirements, Social Science (100-200 Level), Natural Science (100-200 Level), Quantitative Reasoning (100-200 Level), Humanities (100-200 Level), or Art (100-200 Level), **or** an additional Wellness course.

III. Notes

*****RSC 101 is waived for transfer students with *15 or more transfer credits upon admission* or who have earned an associate degree prior to enrollment.
******RSC 201 is waived for transfer students with *54 or more transfer credits upon admission* or who have earned an associate degree prior to enrollment.

• *Courses required in general education may also fulfill a requirement in the major program except where noted. The course credits are only counted once in your overall credit total.*

General Education Core
The core is designed to address student academic, social, and emotional needs as developing learners, to create a strong assessment pathway with both entry and end points, and to promote a sense of identity among different cohorts: student to student, student to faculty, and student to the institution.

WRT 101 and **WRT 201** completed in the first year will focus on writing, critical reading and thinking, and research as social processes. The second course will build upon the first, with further instruction in conducting and writing academic research. A grade of C- or better (1.700) must be earned to receive course credit for WRT 100, WRT 101, and WRT 201. The grade of NC (no credit) is given to students who have not achieved a grade of C- or better but who have completed all coursework.

I. First Year Seminar
Year one: **RSC 101** Thriving at Sage: Your Experience Begins will be anchored by a common theme and expose students to experiences and content that supports college success, including academic strategies, campus resources, finding an affinity group, and wellness.

II. Intercultural Studies
Year Two: **RSC 201** Exploring Intercultural Perspectives explores human diversity and the historical, cultural, global, and systemic forces that shape experiences and world views. This course will also provide avenues for students to get involved with the Russell Sage College Women's Institute and Sage THRIVE initiative.

III. Engaging in a World with Multifaceted Issues
Year Three or Four: in **RSC 301** Innovating to Impact, students will engage with in complex problems to encourage communication across disciplines and cultural boundaries.

Wellness

The Wellness requirement connects to the Thrive@Sage institutional program. The eight dimensions of wellness in the Thrive program are: intellectual, physical, spiritual, financial, occupational, environmental, emotional, and social.

• Well-being and health require knowledge and liberal learning skills.
• Individual wellness depends on social structures and a just society.
• Gender equity and inclusion are part of a healthy

community.
• Healthy societies are diverse, inclusive and welcome the creativity of all persons.
• Individual health is dependent on the health of the planet.

List of approved Wellness courses:

- ARH 310 Art and American Character
- BUS 110 Financial Literacy
- BUS 369 Business Strategy & Sustainability
- EMH 201 Intro Expressive Arts Mental Health
- EMH 211 Intro to Art Therapy
- EMH 216 Intro to Music Therapy
- EMH 218 Intro to Theatre Therapy
- HSC 215 Health & Wellness Across the Lifespan
- HST 238 History of Medicine & Healthcare
- HUM 314 The Creative Life
- NSG 201 Theoretical Basis of Nursing
- PBH 201 Survey of Public Health
- PED 225 Concepts of Fitness & Wellness
- PSY 219 Positive Psychology

Liberal Arts & Sciences

- Liberal Arts & Sciences categories

Competencies

Russell Sage College is committed to providing opportunities for academic success. The assessment of English language and mathematics skills is the first step toward promoting academic success. The results of the assessment program are used to help determine appropriate academic courses for each student; the goal is to help each student achieve basic proficiency in the vital English language and mathematics competencies which are necessary for collegiate success.

Assessment of English language skills and mathematics skills is based on evaluation of the high school transcript (course averages grades 9-11 and Regents exam scores). Entering students who do not initially demonstrate competency in English language skills and mathematics skills may be identified as needing HUM 100/WRT 100 and/or MAT 104/MAT 105, 3 credits. Completion of HUM 100/WRT 100 is recommended in the first term of study. Completion of MAT 104/MAT 105 is recommended in the first year of study.

Second Degree Students

Second degree students possessing an undergraduate bachelor's degree from an accredited college or university in the United States are exempt from all general education requirements. Those holding bachelor's degrees from international institutions may appeal to the Academic Dean for a waiver of all or a portion of general education requirements.

Honors Program

The Russell Sage College Honors Program offers highly-motivated students an innovative, rigorous, and participatory educational experience. The program challenges students to be engaged contributors and leaders within the academic community. Honors coursework includes Honors Seminars, Oxford-Style Tutorials, study abroad, or program-based Honors projects. Students are highly encouraged to take additional Honors coursework to enhance their Honors experience.

A member of the National Collegiate Honors Council, the RSC Honors Program is designed to:

- Enrich any course of study at Sage.
- Deliver Honors coursework in a variety of pedagogical modes to foster intellectual and creative risk-taking, the examination of diverse knowledge, and trans-disciplinary approaches to problem-solving and research.
- Provide Honors-related academic advising from the Honors director and faculty.
- Promote scholarship and leadership on local and global levels through conference participation, service-learning, and study abroad.
- Deepen the intellectual community at RSC through Honors-sponsored lectures, colloquia, and other events.

Program requirements:

- 15 credits of Honors coursework for first year students
- 12 credits of Honors coursework for transfer students including acceptance of up to 6 credits of Honors coursework transferred from another institution with a similar honors program or honors college

- Presentation of research or creative work at a regional, national or international conference, or appropriate community venue.
- Demonstration of engaged scholarship through participation, leadership, and service. Can include active participation and leadership in Honors Societies, student governance, service-learning, and events that promote the cultural and intellectual enrichment of the local community.
- Honors students must maintain a B average (3.000) in Honors coursework
- Maintain a cumulative GPA of 3.400.

More Information:

- To apply: contact an Honors Director to complete an Honors Enrollment Application. Contact Information is below.
- Students may apply at any time after the completion of one semester at RSC, but prior to the completion of 105 credit hours of coursework. Applicants' eligibility for the Honors program is based upon recommendations from faculty and/or academic advisors, a minimum GPA of 3.400, and demonstrated potential for academic excellence.
- Honors students receive priority enrollment in Honors Seminars. Non-Honors students who wish to enroll in an Honors course must carry a minimum cumulative GPA of 3.000 upon registration and gain permission from the Honors Director.
- Successful completion of the Honors Program is noted on the official transcript with the degree conferral information.

Contact:

Professor Nathanael Greene, greenn2@sage.edu
Director, Honors Program

Dr. Kate Kagan, kagane@sage.edu
Associate Director, Honors Program

Liberal Arts & Sciences

Liberal arts and sciences comprise the disciplines of humanities, mathematics, natural sciences, and social sciences. Liberal arts courses are not directed toward specific occupational or professional objectives.

- Course Descriptions (search)
- Course Prefixes

I. Liberal Arts & Sciences

Liberal arts & sciences courses have the following prefixes: ARA, ARH, ASL, BIO, CHM, CHN, COM, CRM, ECO, ENG, FRE, GER, HST, HUM, ITA, ITD, MAT, PBH, PHL, PHY, POL, POR, PSY, RSC, RUS, SCI, SOC, SPA, SST, and WRT.

II. Liberal Arts & Sciences Exceptions

Courses approved to fulfill the liberal arts & sciences requirement: DAN 212, EDU 201, EDU 206, ISD 301, EMH 201, EMH 203, EMH 211, EMH 213, EMH 216, EMH 218, EMH 330, EMH 430, EMH 442, MUS 208, MUS 217, MUS 248, MUS 250, PED 350, PED 355, THR 205, THR 209, THR 212, THR 248, THR 348, and THR 405.

III. Using My Progress to search for Liberal Arts & Sciences Courses

My Progress (outline of student degree requirements) can be found in Self Service - Student Planning. Go to passport.sage.edu - Passport Menu - Resources - Self Service >> Student Planning >> My Progress
• *Recommended:* view Self Service - Student Planning screens on a Laptop or Computer

My Progress → scroll to the liberal arts & sciences section, *A. Liberal Arts*
• In the liberal arts section, click on the oval Search button
• A list of all approved courses for the liberal arts requirement will be displayed. Use the Term filter for current course offerings

Majors & Minors

[To view a list of Major programs and Minor programs and requirements, click **here**]

Declaration of a MAJOR PROGRAM

Declaration of a major program begins with the Admission application. A major is defined as sequential study in a subject or field of at least 30 semester hours that provides knowledge of breadth and depth in that subject or field. Courses are

completed in accordance with a plan devised by the department, also known as, suggested program of study.

- Students must complete at least one half of the major program in residence as Sage institutional credits.
- Students must achieve a major GPA of 2.200 (minimum) in order to graduate. *Note: some academic programs have higher GPA requirements. See GPA chart below.
- 120 total credits are required for a bachelor's degree (minimum). See Graduation Requirements for additional information.
- Double major or dual major: is a program of study in which a student meets the requirements of two distinct majors in a single bachelor's degree.
- Linked & Accelerated Programs - UG to GR

Major Program Change Requests

The Office of Academic Advising assists undergraduate students with the major program changes. For more information or to request a change, students must send their request in writing from their Sage email account to: academicadvising@sage.edu.

Chart of Major Programs

UG Major Programs	Major GPA	Cumulative GPA	# of Credits Required in Major	# of Credits Needed in Gen. Educ.* (FF)	Campus Albany or Troy
Academic Exploration (AEX)	na	na	na	na	(A)(T)
Art + Extended Media (B.F.A.)	2.200	2.000	**87**	33	(A)
Biology (B.A.)	2.200	2.000	**54-56**	30	(T)
Biology (B.S.)	2.200	2.000	**78-88**	30	(T)
Business Administration (B.B.A. or B.S.)	2.200	2.000	**60**	30	(A)
Criminal Justice, Law, & Behavioral Science (B.S.)	2.200	2.000	**54**	30	(A)
Early/Childhood Educ - English (B.S.)	3.000	3.000	**102-103**	21	(T)
Early/Childhood Educ - Foreign Lang (B.S.)	3.00o	3.000	**93-94**	21	(T)
Early/Childhood Educ - History (B.S.)	3.000	3.000	**98-99**	21	(T)
Early/Childhood Educ - Life Science (B.S.)	3.000	3.000	**97-98**	21	(T)
English, Writing, and Culture (B.A.)	2.200	2.000	**43**	33	(T)
Expressive Arts in Mental Health (B.S.)	2.200	2.000	**54-55**	27	(A)
Forensic Psychology (B.S.)	2.200	2.000	**63**	27	(A)
Graphic + Media Design (B.F.A.)	2.200	2.000	**78**	33	(A)
Health Sciences (B.S.)	2.750	2.000	**64-65**	21	(T)
History (B.A.)	2.200	2.000	**46**	30	(T)
Interdisciplinary Studies (B.A. or B.S.)	2.200	2.000	**36+**	*tbd*	(A)(T)
Interior + Spatial Design (B.F.A.)	2.200	2.000	**84**	33	(A)
Musical Theatre (B.S.)	2.200	2.000	**75**	30	(T)
Nursing (B.S.)	3.000	2.000	**85-86**	27	(T)
Nursing RN-BS (B.S.)	3.000	2.000	**54-55**	27	(T)
Nutrition Science (B.S.)	2.200	2.000	**82**	24	(T)
Organizational Studies (B.P.S.)	2.750	2.000	**45-46**	30	(A)
Physical Education (B.S.)	2.750	3.000	**95**	27	(A)
Psychology (B.S.)	2.200	2.000	**43**	30	(T)
Sociology (B.A.)	2.200	2.000	**35-37**	30	(T)
Special Education (B.S.)	3.000	3.000	**101-110**	21	(T)
Speech-Language Pathology (B.S.)	2.200	2.000	**84**	24	(A)
Sport & Recreation Management (B.S.)	2.200	2.000	**58**	27	(A)
Theatre (B.A.)	2.200	2.000	**42**	33	(T)

*****_Courses required in general education may also fulfill a requirement in the major program except where noted. The course credits are only counted once in your overall credit total._

Declaration of a MINOR PROGRAM

Students requests for adding a minor or dropping a minor are sent in writing from the Sage email account.

- **Adding a Minor:** Office of Academic Advising, academicadvising@sage.edu
- **Dropping a Minor:** Office of the Registrar, registrar@sage.edu

Minor Policy

A minor is a cohesive group of courses that allows students to explore, in a structured way, an area of interest outside the major. Each minor is defined by one or several academic departments and consists of at least six courses usually totaling 18 to 24 credits. Minors are commonly declared at the end of the sophomore year. Upon declaration of a minor, students are assigned to a faculty advisor in that program.

- Successful completion of at least one course in the discipline is a prerequisite to such declaration.
- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- At least one-half of the required credits for the minor must be completed at Sage.
- Minors are designated on student transcripts if all requirements are met, including a GPA in the minor of at least 2.200.

Chart of Minor Programs

Minor Programs	Minor GPA	Campus	Requirements
American Studies Minor	2.200 or higher	Troy	Link
Art History Minor	2.200 or higher	Albany	Link
Biology Minor	2.200 or higher	Troy	Link
Business Administration Minor	2.200 or higher	Albany	Link
Criminal Justice Minor	2.200 or higher	Albany	Link
Dance Minor	2.200 or higher	Troy	Link
Diversity & Social Justice Minor	2.200 or higher	Albany & Troy	Link
Education Minor	2.200 or higher	Troy	Link
English Minor	2.200 or higher	Troy	Link
Environmental Science Minor	2.200 or higher	Troy	Link
Expressive Arts in Mental Health Minor	2.200 or higher	Albany	Link
Graphic + Media Design Minor	2.200 or higher	Albany	Link
History Minor	2.200 or higher	Albany & Troy	Link
Music Minor	2.200 or higher	Troy	Link
Nutrition Minor	2.200 or higher	Troy	Link
Political Science Minor	2.200 or higher	Albany & Troy	Link
Pre-Law Studies Minor	2.200 or higher	Albany	Link
Psychology Minor	2.200 or higher	Albany & Troy	Link
Public Health Minor	2.200 or higher	Albany & Troy	Link
Sociology Minor	2.200 or higher	Troy	Link
Spanish Minor	2.200 or higher	Troy	Link
Studio Arts Minor	2.200 or higher	Albany	Link
Sustainability Minor	2.200 or higher	Albany & Troy	Link
Theatre Minor	2.200 or higher	Troy	Link
Women's Studies Minor	2.200 or higher	Troy	Link

Special Courses

In keeping with the commitment to educational diversity, Sage offers its students an opportunity to participate in a number of special programs and courses, including independent projects, honors, and internships.

• **Special Topics**: Special topics courses may be offered in each discipline under the numbers 248, 348, and 448. Students should consult with the program coordinator or instructor offering the course to obtain a detailed description of that course.

• **Honors Projects**: Each discipline may offer a departmental honors seminar under the numbers 410, 411.

• **Independent Work**: Independent work may take the form of independent study, an internship, or regular courses taken independently. Students must read "Rules and Regulations of Independent Work," available in the Office of Student Services, and complete a contract for independent study before enrolling.

• **Independent Study:** Independent study is defined as academic inquiry carried on outside the usual instructor/class setting. The credit awarded is variable. To be eligible, students must have completed 30 credits with a 2.700 cumulative grade point average (GPA) at Sage or another accredited college.

• **Internship:** An internship is defined as a credit-bearing work experience in the field, which fosters the development of applied skills and typically increases professional competence, links theory and practice, and offers opportunities for career exploration. The credit awarded is variable. To be eligible, students must have completed at least 45 college credits with an overall cumulative GPA of 2.000 and a major GPA of 2.200. Some programs have higher GPA requirements. Internships also require prior completion at Sage of at least 6 credits in the discipline awarding the internship credit with a grade of "C" or better. (See also Internships and Field Experience, below.)

• **Individual Study (Regular Courses Taken Independently):** When a student does not have access to a scheduled course within a reasonable time frame and there is a compelling educational reason, they may seek approval from the appropriate program director and faculty member to take a course independently. To be eligible the student must have completed at least 30 college credits with a 2.000 overall GPA or 2.200 GPA in the major. Some programs have higher GPA requirements.

• **Internships and Field Experience**: Academic programs at Sage offer students a broad range of opportunities for off-campus internships and field experiences that connect classroom learning with practical experience. These resources enable students to explore and clarify academic and career goals, develop new skills, and prepare for the changing organization of work. Internships, cooperative education work experiences, community service, "shadowing," and informational interviewing placements are available in businesses, community agencies, schools, legislative and governmental offices, and a wide variety of student interest areas.The Career & Discovery Center has listings of these sites in its online employment database, Handshake. Career professionals are also available to help with career assessment and guidance. Internships carrying academic credit must be planned with and approved by a faculty advisor and an internship contract and internship registration form must be completed

Credit Ceilings for Independent Work

In general, no more than 15 credits of independent work, i.e. any combination of independent study, courses taken independently and/or internship, may be counted toward the baccalaureate degree without approval of the Department Chairperson and/or Undergraduate Dean.

Contracts for Independent Work

The terms and conditions for all independent work are set down in a contract, which requires the written agreement of the student, the faculty supervisor, and the field supervisor. The contract must also be approved by the student's faculty advisor, and the department chairperson (or program coordinator). Contract forms are available from the Office of Student Services/Registrar. The completed contract must be on file with that office before the start of the semester during which the independent work will be done.

Academic Policy: Credit

Advanced Placement Program (AP Credit)

Russell Sage College recognizes achievements of secondary students who participate in the Advanced Placement Program (AP) of The College Board. Academic departments and the Registrar administer specific AP policies. Credits earned through AP coursework transfers to Sage as credits from a 2-year level school.

An official score report sent by The College Board directly to Russell Sage College is required for AP credits to be posted to a student's record.

- **For an official score report visit The College Board student website**: myap.collegeboard.org/login
- The Russell Sage College code is **2764**

The following table lists approved exams and includes the minimum score required, the Sage course equivalent, and # of credits awarded.

AP Exam	Score (minimum)	Course Equivalent	Cr.
African American Studies	**3**	HST 345	3cr.
Art History	**3**	ARH 206	3cr.
Art: Studio Art - Drawing	**3**	AEM 101	3cr.
Art: Studio Art - 2D	**3**	AEM 105	3cr.
Art: Studio Art - 3D	**3**	AEM 106	3cr.
Biology	**4**	BIO 101/101L	4cr.
Biology	**5**	BIO 101/101L, BIO 102/102L	8cr.
Calculus AB or Subscore AB	**3**	MAT ELCT; Quant Reas credit	3cr.
Calculus AB or Subscore AB	**4**	MAT 201	4cr.
Calculus BC	**3**	MAT ELCT; Quant Reas credit	3cr.
Calculus BC	**4**	MAT 202	4cr.
Chemistry	**3**	CHM 111/111L	4cr.
Chemistry	**5**	CHM 111/111L & CHM 112/112L	8cr.
Computer Science A	**3**	CSI ELCT	3cr.
Computer Science AB	**3**	CSI ELCT	3cr.
Economics: Macro	**3**	ECO 201	3cr.
Economics: Micro	**3**	ECO 202	3cr.
English Language & Comp	**4**	WRT 101	3cr.
English Literature & Comp	**4**	ENG 154	3cr.
Environmental Science	**3**	BIO 110	3cr.
French Language	**3**	FRE 201	3cr.
French Language	**4**	FRE 202	3cr.
French Language	**5**	FRE 211	3cr.
German Language	**3**	GER 201	3cr.
Govt & Politics: US	**3**	POL 101	3cr.
Govt & Politics: Comparative	**3**	POL 103	3cr.
History: US	**3**	HST 105 & HST 106	6cr.
History: European	**3**	HST ELCT	3cr.
History: World	**3**	HST ELCT	3cr.
Human Geography	**3**	SOC ELCT	3cr.
Music Literature	**3**	MUS ELCT	3cr.
Music Theory	**3**	MUS ELCT	3cr.
Physics 1	**3**	PHY ELCT	3cr.
Physics 1	**4**	PHY 101/101L	4cr.
Physics 2	**3**	PHY ELCT	3cr.
Physics 2	**4**	PHY 102/102L	4cr.
Physics C: Mechanics	**3**	PHY 101/101L	4cr.
Physics C: Elec & Magnetism	**3**	PHY ELCT	3cr.
Psychology	**3**	PSY 101	3cr.
Spanish Language	**3**	SPA 201	3cr.
Spanish Language	**4**	SPA 202	3cr.
Spanish Language	**5**	SPA 211	3cr.
Spanish Literature	**3**	SPA 201	3cr.
Spanish Literature	**5**	SPA 315	3cr.
Statistics	**3**	MAT 220	3cr.

Armed Services Training

Training on military installations may lead to credit awarded on the basis of guidelines from the “Guide to Evaluation of Educational Experiences in the Armed Services.” An official sealed Joint Services Transcript is required. See https://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx for more information.

Class Standing/Class Level

A student's academic classification (also know as **class standing** or **class level**) is determined by the number of credits completed toward the Russell Sage College bachelor's degree.

- Students may view their **total number of completed credits** in Self Service (Student Planning - **My Progress**).

Standing	Completed Credits
First Year/Freshman	0 - 23
Sophomore	24 - 53
Junior	54 - 86
Senior	87 or more

College Level Examination Program (CLEP)

Credit is awarded for qualifying scores from the College Level Examination Program. Up to 66 credit hours (maximum) of exam credits/2 year college credits may be earned. Only the exams listed below are approved for transfer. For information about the CLEP exam program go to http://clep.collegeboard.org.

- The total cost of one CLEP exam is approximately **$127.00** ($97.00 exam fee + $30.00 test center *or* remote fee)
- **Testing options**: Test Center/in person (Search Locations) **or** Remote (via Proctortrack)
- Send **official** CLEP score reports to **Russell Sage College, code 2764**
- **Note**: Currently enrolled degree students interested in CLEP must complete the Transfer Credit Request Form *prior* to registering for a CLEP exam.
- **Study guides**: preparation and a study plan is strongly recommended. On the College Board CLEP website, go to the Exam you are interested in. On the Exam page under the Resources section, studying information is provided

The following table specifies approved exams, minimum score required, and transfer credit available:

CLEP Exam	Score	Sage Equivalent	Cr.
American Literature	**50**	ENG ELCT	3
Analyzing and Interpreting Literature	**50**	ENG 154	3
English Literature	**50**	ENG ELCT	3
Algebra	**50**	MAT 112	3
Algebra/Trigonometry	**50**	MAT 113	3
Biology	**50**	BIO 101 & BIO 102	8
Chemistry	**50**	CHM 111 & CHM 112	8
Calculus with Elementary Functions	**50**	MAT 201	4
College Mathematics	**50**	MAT 110	3
Trigonometry	**50**	MAT ELCT	3
French, Level 1 & 2	**50**	FRE 101, FRE 102	6
French, Level 1 & 2	**59**	FRE 101, FRE 102, FRE 201	9
German, Level 1 & 2	**50**	GER 101, GER 102	6
German, Level 1 & 2	**60**	GER 101, GER 102, GER 201	9
Spanish, Level 1 & 2	**50**	SPA 101, SPA 102	6
Spanish, Level 1 & 2	**63**	SPA 101, SPA 102, SPA 201	9
American Government	**50**	POL 101	3
Educational Psychology	**50**	EDU 206	3
History of the US I	**50**	HST 105	3
History of the US II	**50**	HST 106	3
Human Growth and Development	**50**	PSY 202	3
Macroeconomics, Principles of	**50**	ECO 201	3
Microeconomics, Principles of	**50**	ECO 202	3
Psychology, Introductory	**50**	PSY 101	3
Sociology, Introductory	**50**	SOC 101	3
West Civ I: Ancient Near East to 1648	**50**	HST 109	3
West Civ II: 1648 to the Present	**50**	HST 110	3
Financial Accounting	**50**	ACC 201	3
Business Law, Introductory	**50**	BUS 212	3
Management, Principles of	**50**	BUS 205	3
Marketing, Principles of	**50**	BUS 204	3
Information Sys & Comp Applic	**50**	CSI 215	3

Course Scheduling

At Sage, the semester is 15 weeks, including a final examination week. The academic calendar is set by the Registrar's Office in consultation with the

Provost's Office. The semester start and end dates are selected to insure the minimum number of days for every course offered. Most undergraduate lecture classes meet two days per week, (Monday-Thursday or Tuesday-Friday) for 80 minutes for a total of 160 minutes/week. The 2-hour final exam period is counted as part of the contact-hour requirement. The policy for the final exam period requires that the session be utilized whether or not an examination is given. This final exam time period can be used for student presentations, critiques, writing, or other forms of scholarly practice. The schedule of graduate courses varies, but all are in compliance with the credit hour policy. For every contact hour in class, there is an expectation of a minimum of two hours of student work in *preparing for the class through reading, studying, completing scholarly research, etc.*

Credit for Prior Learning

The Credit for Prior Learning Program (CPL) is open to any undergraduate student matriculated in a bachelor's degree program at Sage, provided they have completed at least one 3-credit course at Sage, have a cumulative GPA of 2.000 or higher and a major GPA of 2.200 or higher. CPL cannot be requested in a student's final semester at Sage.

The CPL program has a maximum credit limit of 30 credits. Credits earned from the CPL portfolio program are considered external or non-institutional credits, and the number of CPL credits is considered as part of the total allowable transfer credits. CPL credits do not affect GPA. Each course request can be for no more than four credits.

The CPL program is based on college-level learning from life experiences, not on position titles held or the experiences per se. The student produces a written portfolio in which they describe in detailed narrative form, what learning was gained and how learning was gained, based on appropriate course objectives.

In preparation for discussion with the department chairs, students should review course descriptions to determine courses their portfolios may address. The portfolio will focus on skills and experiences supporting a college-level learning experience. Students may request credits for courses that could be offered but are not offered at Sage. (Example: special topics courses, e.g., MUS 248: Introduction to Opera). For courses not offered at Sage, students are expected to follow an approved course syllabus from a four year accredited institution.

Credit Hour Policy

A contact hour is described as interaction between faculty and students via lecture, discussion, research, project/problem, debate, etc. For lecture class formats, one credit requires a minimum of 12.5 faculty contact hours (750 minutes) and a minimum of 30 hours of out-of-class student work over the course of the 15 week semester. A three-credit course is thus equal to a minimum of 37.5 faculty contact hours (2,250 minutes) with the expectation of 90 hours of student out-of-class work time. Summarized below are the credits awarded to students enrolled in a lecture course format based upon the faculty contact hours and expected student work hours.

Credits awarded for Lecture and Seminar based courses taught in a 15 week Semester	Faculty direct instruction time (Hours)	Faculty direct instruction time (Minutes)	Student out-of-class work time (Hours)
1 credit	12.5	750	30
2 credits	25.0	1500	60
3 credits	37.5	2250	90
4 credits	50.0	3000	120

In addition, the following define standard practices for awarding credits for other types of class formats:

Online or hybrid courses

Online and/or hybrid courses provide direct instruction time equivalent to 12.5 hours per credit awarded. Students are expected to engage in a minimum of 30 hours of additional work for every credit awarded. (Hybrid method may be listed as Reduced Seat Time).

Weekend, summer, or accelerated courses

Courses offered at an accelerated pace during the semester or during the summer must meet the same learning outcomes as an identical course

offered during the 15 week semester at the standard pace. Faculty direct instruction time is a minimum of 12.5 hours per credit awarded.

Laboratory Courses

Science and clinical labs with 2 contact hours/week over the 15 week semester are awarded 1 credit. Labs with 3 contact hours/week over the 15 week semester are awarded 1 to 1.5 credits. Labs with 4 or more hours/week over the 15 week semester are awarded 2 credits.

Lab-based courses offered through a combination of class and laboratory meeting observe the credit hour standards using the appropriate combination of lecture and lab guidelines (e.g. a 4-credit lecture/lab with 2.5 hours of lecture per week would have a 2-3 hour weekly lab).

Studio Courses: Art, Design, Music, and Dance

Studio art courses: 3 credits are awarded for NASAD accredited studio art courses (with prefixes such as AEM, ART, GMD, and ISD) that have 5 contact hours per week for 15 weeks. Non accredited studio art courses (AFA prefix) have 4.3 contact hours per week for 15 weeks and are awarded 3 credits.

- Studio music courses (including Applied Voice, applied instrument, and Chorus): for every 1.5 credits awarded, students receive a minimum of 50 minutes of direct instruction/week for 10 weeks and are expected to practice for a minimum of 1 hour each day.
- Studio dance courses: 3 credits are awarded for studio dance courses that have a minimum of 2.5 hours of direct instruction per week for 15 weeks. Students have additional course requirements and assignments that require a minimum of 2 hours of additional work for every credit earned.

Undergraduate or Graduate Internship, Practicum, Student Teaching, Clinical Placement

The specific number of required hours per credit awarded varies depending on the discipline and/or the requirements set by the program's accrediting body. All require a minimum of 40 supervised clock hours per 1 credit awarded.

Thesis/Dissertation, Honors Project

Courses in which students are working on independent projects such as a thesis/dissertation or honors project conform to the standard minimum of 3 hours of student work per credit hour, per week, throughout the course of the semester, or the equivalent amount of work distributed over a different period of time.

Independent Study

Courses offered through independent study are awarded a varying number of credits depending on the agreement between the student and faculty member. The student meets periodically with the professor at a schedule or frequency agreed upon at the start of the course. Assignments and evaluation methods are communicated to the student in the course approval form and at the start of the course. Students are expected to engage in a minimum of 3 hours of work per week for 15 weeks for every credit hour of independent study awarded.

Sage Ahead Courses

All Sage Ahead courses are consistent with the Credit Hour Policy of Russell Sage College.

Excelsior College Exams (UExcel)

[Effective August 2022, Excelsior College is no longer administering UExcel exams].

Credits from the UExcel exam program sponsored by the Excelsior College are available in the same manner as for CLEP. The maximum of 66 credits hours toward baccalaureate degrees are aggregates for a combination of UExcel, AP, CLEP, IB and any other credit from a 2-year school. A grade of C (2.00) or higher is required for transfer. Note: some Excelsior exams classified as upper level exams may transfer as 4-year level credit. Contact academicadvising@sage.edu for more information.

International Baccalaureate (IB)

Russell Sage College welcomes students who have participated in an International Baccalaureate program. Students who have completed IB coursework not represented below should consult

the Dean of the College. An official sealed completion certificate with IB exam scores is required. (IB Transcripts)

Subject	Score	Course Equivalent	Cr.
Biology	HL 5	BIO 101/101L	4
	HL 7	BIO 101/BIO 102 + labs	8
Business/Management	HL 5	BUS 205	3
Chemistry*	HL 5	CHM 103 **or** 111	4
	HL 7	CHM 111 & CHM 112	8
Economics	HL 5	ECO 201 and 202	6
English	HL 5	WRT 101	3
	HL 7	WRT 101 & WRT 201	6
Environ Syst & Soc	HL 5	BIO 110	3
French	HL 5	FRE 101 &102	6
	HL 7	FRE 201 & 202	6
History	HL 5	HST Elective	3
Math	SL 5	QR-Gen educ req - *Waived*	0
	HL 5	MAT 113	3
Psychology	HL 7	PSY Elective	3
Spanish	HL 5	SPA 101 and 102	6
	HL 7	SPA 201 and 202	6
Theory of Knowledge	HL 5	PHL Elective	3
Visual Arts	HL 5	VPA Elective	3

*The Chemistry Department will evaluate each case for appropriate lab experience before granting credit; if the laboratory experience of a student is deemed not equivalent, CHM elective credit is given instead (3 or 6 credits, respectively).

Non-Accredited Institutions

Students transferring from non-accredited schools may petition for credit evaluation after they have attended Sage for two consecutive semesters and earned a minimum 2.000 cumulative grade point average (2.200 in the major field). Students who have achieved a minimum 2.500 cumulative grade point average (4.000 system) for work done at a proprietary school including schools accredited by the former Association of Independent Colleges and Schools may petition for transfer credit according to two-year college guidelines. Most credit awarded will be applicable to electives and general education requirements, with decisions on major field credit resting with the academic department.

Non-Collegiate Programs

Credit may be available for courses & training programs sponsored by organizations which are recommended in the “Guide to Educational Programs in Non-Collegiate Organizations”. See http://www.nationalccrs.org/ for more information. Or via the American Council on Education (ACE), https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/CREDIT-Evaluations.aspx

Second Bachelor’s Degree

A maximum of 75 previously completed credit hours is applicable toward the baccalaureate degree at Russell Sage College. Second degree students must complete a minimum of 45 new institutional credit hours at Russell Sage College, including at least one-half the major field requirement. A second bachelor’s degree may not be permitted when there is substantial course overlap between the first degree and the second degree.

Second degree students possessing an undergraduate degree from an accredited college or university in the United States are exempt from all general education requirements. Those holding bachelor’s degree from international institutions may appeal to the Academic Dean for a waiver of all or a portion of general education requirements.

Substitution & Waiver Policy

The Department Chairperson/Program Director may approve the waiver of a major requirement for a student. For course substitutions, the Department Chairperson/Program Coordinator for the course that is being substituted must give their approval. For example, substitution of a Biology course requires the approval of the Biology Department. For general education core requirements, the decision rests with the Dean of the College. This approval may be secured in writing or via e-mail from the Chairperson/Program Director and must be attached to the Substitution/Waiver Form before it is returned to the Registrar's Office.

The waiver of a course requirement does not necessarily decrease the number of credit hours required for graduation.

In lieu of the Substitution/Waiver Form, Substitution/Waivers may be done via e-mail (registrar@sage.edu) and must contain the following:

- Chairperson/Program Director must be copied
- Student must be copied
- Required course
- Course being waived
- Course being substituted
- Whether or not the course is a transfer course and from what institution
- Reason/Justification
- Statement indicating, "Copying the student indicates the student's awareness of the substitution/waiver."

Transfer of Credit

Transfer of Credit from Other Institutions

The Registrar's Office evaluates and transfers credit earned at accredited institutions per academic department guidelines. Awarding of transfer credit is on a course-by-course equivalence basis for all coursework in which grades of C- or above (1.700) have been earned. Credit for non-equivalent professional courses may be awarded at the Registrar's discretion. Course grades from other institutions do not transfer, only credits do. In some cases, for courses not previously transferred to Sage, approval/verification of course equivalence from the director of the program in which the course would be offered at Sage is needed.

Official Transcripts and Score Reports

- To be eligible for credit consideration, final official sealed transcripts from all post-secondary institutions (college, university, technical, proprietary school, etc.) previously attended must be submitted
- **Student Guide:** *How to Transfer Credits to Russell Sage College* (**Guide PDF**)

Notes

- Transfer credits are evaluated and posted to the student's record based on their declared major program upon admission to the College. Students may view their approved transfer credits in Self Service. (Self Service - Academics Menu - Transfer Summary Link).
- Transfer credit is only granted for credits that will apply to the student's current degree program. Students starting a new major or career direction may find that not all of their previous college credits are accepted to Sage.
- If a student changes their major program after initial matriculation they may contact academicadvising@sage.edu to determine if there will be a change in the amount of their transfer credits.
- OT and PT graduate admission: undergraduate transfer course grades may be used in calculating the GPA(s) for admission.

Sage has established transfer agreements and transfer course equivalencies with many colleges

- New schools, programs and additional courses are always being added. Contact the Registrar's Office or the Advising Office for a more comprehensive list of all transfer courses accepted to date.
- Students may also use Transferology (Transfer Equivalency Database) to search for course equivalencies.
- Transfer articulation agreements: https://www.sage.edu/about/community-resources/consumer-information/articulation-agreements/

A maximum of 75 transfer credits are applicable toward the RSC baccalaureate (day) degree at Sage, with these conditions:

- Of the total 75 transfer credits permitted, 66 credits (maximum) may be from 2-year level colleges or by examinations (CLEP, AP, IB). **Exception*: may be up to 90 transfer credits in special cases such as college closures.
- Final transcripts from accredited institutions (official and sealed) are required
- Course grades of "C-" or above is required
- Students must complete at least one-half of their major credits at Sage
- Students must complete at at least 45 credit hours in residence at Sage. **Exception*: may be 30 credit hours in residence in special cases such as college closures.
- 30 of the last 45 credit hours must be completed in residence

A maximum of 90 transfer credits are applicable toward the SPCE/continuing education baccalaureate degree at Sage, with these conditions:

- Of the total 90 transfer credits permitted, 66 credits (maximum) may be from 2-year level colleges or by examinations (CLEP, AP, IB)
- Final transcripts from accredited institutions (official and sealed) are required
- Course grades of "C-" or above is required
- Students must complete at least one-half of their major credits at Sage
- Students must complete at at least 30 credit hours in residence at Sage
- 30 of the last 45 credit hours must be completed in residence

Program directors and department chairs have final authority on the awarding of transfer credits for coursework transferring in through their departments. Transfer credits from subject areas that are not offered at Sage may be evaluated by the appropriate College Dean's office. In some cases students may be asked to submit a course description and/or course syllabus to evaluate the Sage equivalency for the credit.

General Education Waivers

- RSC 101 is waived for transfer students with *15 or more transfer credits upon admission* or who have earned an associate degree prior to enrollment.
- RSC 201 is waived for transfer students with *54 or more transfer credits upon admission* or who have earned an associate degree prior to enrollment.
- Second degree students possessing an undergraduate bachelor's degree from an accredited college or university in the United States (prior to enrollment) are exempt from all general education requirements.

Transfer of Credit after Matriculation

In addition to the transfer credit regulations noted above, a current undergraduate matriculated degree student who intends to transfer credit from another institution after matriculation at Sage must file with the Registrar the Transfer Credit Approval Form (available in Self Service - Student Planning - Academics menu). No credit will be transferred without prior department approval, nor will credit transfer for coursework with a grade below a "C-". Please note that course grades from other institutions do not transfer; only credits do. If approved, transfer credits are expected to be completed during winter or summer breaks. Completing external transfer credits while also attending full-time classes at Russell Sage College is not recommended therefore approval may limit the number of credits or not be granted.

- Before registering elsewhere to take a transfer course matriculated students must: obtain permission of their faculty advisor (major) and submit the online **Transfer Credit Approval Request Form** [Form]. The form is also available in the Self Service - Academics Menu.

Official Transcripts

The student requests the transfer college Registrar's Office to send an official transcript directly to Sage.

Russell Sage College
Office of Admission
65 First Street, Troy, NY 12180
or - electronic transcripts may be emailed from the transfer college directly to Sage:
admission@sage.edu

International Transcripts

- Visit naces.org or aice-eval.org for a list of approved evaluation services
- A certified course-by-course evaluation of foreign credentials is recommended
- A certified course-by-course evaluation of foreign credentials is required when the previous college level instruction was not in English

Links

- Advanced Placement Program (AP Credit)
- Armed Services Training
- College Level Examination Program (CLEP)
- Excelsior College Exam (Exams no longer offered beginning August 2022)
- International Baccalaureate (IB)
- Non-Collegiate Programs

- Sophia Learning: Russell Sage College no longer accepts any Sophia Learning courses for transfer.

Academic Policy: Grading

Appeals of Academic Issues

In the event that a student has a complaint involving a faculty member or wishes to question a grade, the student should follow the procedures listed below:

- Meet or speak with the instructor involved. In the best interests of both parties, resolution ideally should be reached at this stage.
- Meet or speak with the instructor's department chairperson or program director if resolution is not reached between the student and instructor.
- Meet or speak with the Dean of the College only in the event that the student feels procedures were not followed.

The Provost is the final decision-making authority.

Calculating Grade Point Average (GPA)

Letter Grade	**Quality Points** (numeric value)
A+	= 4.000
A	= 4.000
A-	= 3.700
B+	= 3.300
B	= 3.000
B-	= 2.700
C+	= 2.300
C	= 2.000
C-	= 1.700
D+	= 1.300
D	= 1.000
D-	= 0.700
F	= 0.000

• Incomplete (I), Passing (P), and No Credit (NC), Research in Progress (RP), course withdrawal (W) grades and credits are not calculated in Cumulative GPA.
• Grades
• Repeat Course Policy

TOTAL QUALITY POINTS / TOTAL GPA CREDITS = GPA
GPA is based on courses completed and grades earned at Russell Sage College. Russell Sage College grade point averages are calculated to the third decimal place.

- **GPA calculator on sage.edu**: https://www.sage.edu/academics/academic-resources/registrar/gpa-calculator/

Example

A student enrolled in 16 credits with one "A-," two "B grades," one "C+," and one "D+" would have a grade point average of 2.860.

3 credit course **x** A- grade (3.700 quality pts)	=	11.100
3 credit course **x** B grade (3.000 quality pts)	=	9.000
4 credit course **x** B grade (3.000 quality pts)	=	12.000
3 credit course **x** C+ grade (2.300 quality pts)	=	6.900
3 credit course **x** D+ grade (1.300 quality pts)	=	3.900
= 16 Total GPA Credits	**=**	42.900 Total Quality Points

	Total Quality Points **/** Total GPA Credits (42.900/16.00 = 2.680)	**2.860 GPA**

Cumulative GPA, Major GPA, and Minor GPA Required for Graduation**

- **Cumulative GPA**: 2.000 or higher is required (minimum)
- **GPA in Major**: 2.200 or higher (minimum) is required for all courses required in major, including required support courses
- **GPA in Minor**: 2.200 or higher (minimum) is required for all courses required in minor, including required support courses
- **Honors Program**: 3.400 cumulative GPA and 3.000 GPA in Honors coursework

Note: some major programs require higher grade point averages (cumulative and/or major). For more information, see the specific program pages in Catalog (degree pages) and Progress information in Self Service - Student Planning.

Grades

Evaluation of Academic Work

The following grading categories with plus and minus designations is used by the College:

A Excellent
B Good
C Satisfactory
D Passing
F Failure

Grading Scale

To determine a student's grade point average (GPA) the College uses this scale:

Letter Grade	Quality Points (Numeric Value)
A+	= 4.000
A	= 4.000
A-	= 3.700
B+	= 3.300
B	= 3.000
B-	= 2.700
C+	= 2.300
C	= 2.000
C-	= 1.700
D+	= 1.300
D	= 1.000
D-	= 0.700
F	= 0.000

Note: I, NC, P, and W grades are not calculated in the grade point average.

AU Audit. Auditors receive no credit. They are not required to submit credentials if they intend only to audit. The status is on a space-available basis, limited to not more than 10 percent of a class enrollment, and to be declared at registration, or no later than the end of the first week of classes. Auditors pay all fees and a reduced tuition.

I Incomplete. A student unable to complete all the work in a course as a result of illness or a comparable emergency may request a grade of "Incomplete" (I) from the instructor. In order for a grade of "I" to be granted, a student should have completed most of the work for the course in the opinion of the instructor. If an "I" is granted, the student has the right to complete the work within the length of time specified by the faculty member, not to exceed the end of the eighth week of the following semester. However, students who are pending an academic action of academic warning, academic review, or academic suspension must complete all work prior to the beginning of the next fall or spring semester.

The student will not be allowed to re-register for the course (either for credit or audit) in a subsequent semester until the Incomplete is removed.

It is the responsibility of the student to be aware of their grades in all classes prior to requesting an Incomplete. Should they be at risk of being placed on probation or suspended, arranging for an Incomplete may result in an earlier deadline than anticipated. Faculty are not obligated to offer extensions under these circumstances.

The faculty member and student should write up and sign an agreement using the Incomplete/ Extension Request Form, including a copy of the course syllabus, clearly identifying:

- the specific reasons for the request
- the work that is to be completed, and
- the deadline for the submission of the work.

Upon completion of the work, the faculty member files a Grade Change Form with the Registrar's Office in order to convert the "I" grade to an appropriate letter grade. If the faculty member does not change the Incomplete grade by the end of the eighth week of the next semester, the Registrar will replace the grade of "I" with the letter grade "F". Any agreed-upon extension of time to the deadline must be reported to the Registrar in writing via memorandum or e-mail.

NC No-Credit. In courses as approved by the Undergraduate Curriculum Committee, students who make a good faith effort in the course but fail to earn a course grade of C- or higher (WRT 100, WRT

101, and WRT 201), may be assigned a grade of NC. The NC does not affect the GPA. The NC may be assigned only once per course; should a student re-take the course and still not achieve a grade of C- or higher, they will receive an F.

Pass/Fail

The policies governing the use of the Pass/Fail grade option (P/F) apply only to those courses that can be elected P/F. See below for the conditions. Courses offered only on a P/F basis are excluded from the limitations. Students seeking the Pass/Fail grade option complete the Pass/Fail Request form (available in Self Service - Academic menu) by the designated due date (see the Academic Calendar).

Faculty do not know who elects a course P/F. Course instructors will record a letter grade. The Registrar then assigns the appropriate grade. Grades above "F" are considered passing. Note: if a student fails the course, it is a real F grade and is included in GPA calculation.

Criteria & Conditions

1. Students completing 120 credits at Sage may elect four courses P/F; transfer students may elect 1 pass/fail option for every 24 credits taken at RSC toward their baccalaureate degree.
2. The P/F grade option is not approved for: **a.** major requirement (including support courses), **b.** minor requirement, and **c.** RSC 101, RSC 201, RSC 301, WRT 100, WRT 101, and WRT 201.
3. Election (students requests) must be made at the time of registration, up to and including the last day to withdraw from a course. See the academic calendar for specific term dates.
4. When a student withdraws from a course elected P/F within the normal period for such withdrawal, it will not count toward the P/F maximum.
5. When completing the P/F grade request form, students indicate a specific passing letter grade to be recorded in place of the P grade. Courses taken for a letter grade under this option still count as courses taken P/F. On the form see section, *I would like the P/F to apply if my grade is lower than.* Example: if you select "A" and receive an "A", you will keep that grade. If you were to receive an "A-", the "P" would apply.
6. To be considered for Dean's List in a given regular term, a student must take a minimum of twelve credit hours on a regular letter graded basis during that term. Credits earned in courses completed with P grades do not count toward the 12 credit hour minimum.
7. Since course instructors do not know who elects a course P/F they submit a letter grade to the Registrar's office, who records the appropriate grade. Grades above F are considered passing. The Registrar's Office updates the record to list P grade (D- or higher) or F grade (student failed course).
8. Students may use the P/F option to repeat a course that is approved for Pass/Fail.
9. If students use a P/F option for a course that is later listed as a requirement in a major program they change to, the P/F grade will be canceled and the original grade will be used.

P Passing. Indicates that the student has passed the course. (See the Pass/Fail grade policy above)

RP Research in Progress. In undergraduate courses that are specifically designated as one of the following: Senior Project, Senior Independent Project, Research Project, Research in (discipline), Honors Research (in discipline), Honors Project, Senior Research Study, Senior Seminar, Seminar (400 level capstone course), incomplete work may be assigned a grade of "RP." "RP" grades indicate that the initial expectation was that the work to be evaluated normally requires more than one semester. The "RP" grade may not be used in place of an incomplete ("I" grade) for any course which students are normally expected to complete within the original semester. Within one year from the time the "RP" grade is assigned, students must complete a course for which the "RP" grade was given. A student whose research requires longer than one year may request an extension of the "RP" for up to one additional year. The program coordinator may grant the request for an extension of the "RP" grade, depending on the degree of completion of the project. The extension will be granted only if there has been substantial progress.

W Withdrew. This grade can only be used by the Registrar's Office when the student officially withdraws from the class.

Repeat Course Policy
• Repeat/Retake Course Policy

Fresh Start Policy
• Fresh Start Policy (readmission)

Repeat Course Policy

Students are permitted to re-take any course. Credits and grade points for the first grade will be deleted from the cumulative GPA calculation, while the original letter grade will remain on the transcript and the repeat noted. The course information will be listed in the usual manner the second time it appears on the transcript. Generally, the course should be repeated in the first semester that it is subsequently offered. However, it may be repeated any time prior to graduation. No matter which grade is higher, the most recent grade counts in figuring the grade point average(s).

In situations where a student has repeated a course previously taken for a letter grade at Russell Sage College, the grade replacement may not be used to remove term probation from the semester in which the course was previously taken.

Students may repeat no more than three previously passed courses while enrolled in a program leading to a Bachelor's degree. There is no specific limit on the number of courses a student may repeat for a course in which they received an F or W. *Note: Departments may have specific policies that supersede the repeat policy stated here. Please see the College Catalog major program pages for individual departmental policies.

A student who has failed a course using the P/F option may elect to retake the course for either a grade or a P/F option. The retaken P/F course counts as an additional use of the P/F option. Students may use the P/F option to repeat a course that is approved for Pass/Fail.

All course repeats must be taken at Sage. In the event that a student's program of study is jeopardized due to the lack of course offerings at Sage, students may seek approval of the Program Director/Department Chair to take the course elsewhere. The sequence of certain programs may not allow multiple retakes. Consult your Program Director/Department Chair for further details. Students should seek approval of their advisor prior to pre-registration, as the sequence of their program may be affected by the need to re-take a course. Students should note that 30 of their last 45 credits must be in residence and, therefore, they are not eligible to take courses outside of Sage without the permission of the Dean. Only course credits transfer - not grades.

Repetition of coursework for which credit has been granted may jeopardize financial aid eligibility. It is the student's responsibility to understand the consequences of repeating courses on their own financial aid situation. Students with questions regarding the impact of course repeats on student financial aid should consult the Office of Student Services.

Policy on Grades

Academic Policy: Registration

Add, Drop, or Withdraw from Course

Add/Drop (class schedule changes)

- Students may not enter a course after the add/drop period ends. See the academic calendar for more information
- Courses which the student drops prior to the end of the add/drop period will not be recorded on the academic record
- Course "drops" after the deadline are recorded as withdrawal (W grade)
- All changes in course selections must have the approval of the Faculty Advisor (major)

Waitlist Status

The waitlist function and the waitlist ranking process is an automated system managed in Self Service by the Registrar's Office per the academic departments' curriculum standards. Exceptions require permission of the course instructor and the program director or department chairperson.

- Students add their name to a section waitlist in Student Planning
- If a seat or spot becomes available and the student is next on the waitlist, the student will receive an email notice in their Sage Gmail account from the Registrar's office, registrar@sage.edu
- The waitlist notification specifies a deadline (24 hours) by which the must go to Student Planning and register for the class
- If the students misses the specified deadline, they will lose the available seat and their place on the waitlist

Course Withdrawal

- Students who withdraw from a course after the add/drop period will receive a grade of "W" on their academic record for that course
- All withdrawals from courses must be initiated by the student and are processed by the Registrar's Office. To withdraw from a course, students must complete the UG Course Withdrawal Request Form (available in Self Service) This form requires the approval of their faculty advisor (major)
- The last day to withdraw from a course is generally the last day of the 12th week of classes. See the academic calendar for specific term dates. The withdrawal process must be completed by or on this date
- Recommended: students contact the Office of Financial Aid to review their course withdrawal request and provide information on their Satisfactory Academic Progress (SAP) status
- Students who withdraw from a course must be aware how the withdrawal may affect their financial aid and scholarships eligibility and graduation timeline.

Class Attendance & Roster Reconciliation

The educational plan for baccalaureate degree programs depends upon the full cooperation of students and faculty. It is expected that students will keep all academic commitments. Course instructors will furnish students with written course requirements at the beginning of each semester stating the objectives of the course, methods of evaluation, grading criteria, and the value of attendance and participation.

Prompt attendance at classes, lectures, examinations, seminars, laboratories, and practice teaching, is an essential part of this educational plan. In the event of a class absence, it is the student's responsibility to contact the course instructor directly via their Sage email account. The responsibility for work missed rests with the student.

Any student who must be absent from classes for longer than one week due to an emergency situation or extended illness must contact the Student Life Office, deanofstudents@sage.edu. A notice will be sent to the student's instructor(s) indicating the presence of extenuating circumstances and the anticipated dates of absence.

Roster Reconciliation

To ensure that the College has an accurate accounting of students who are both enrolled and have attended class, Sage conducts a faculty roster reconciliation process. Course instructors verify the accuracy of all their course rosters in Self Service by electronically submitting a roster reconciliation report for each class section typically at the end of the 2nd week of the term. See the academic calendar for specific due dates.

For students who are registered (on the faculty class roster and the status is listed as registered in Student Planning) but have not attended will be coded as, never attended. The notation "never attended" may initiate a process that could lead to the student being administratively withdrawn from the College. For students not on the class roster, but attending the class, they should be directed to the Registrar's Office (registrar@sage.edu) to resolve the issue. Attending is not a guarantee the student will be registered for the class.

Common Elements of a Syllabus

Common Elements

- Course title, semester, year
- Course number and section number
- Dates/times of course

• Course instructor's office location, phone number, e-mail address, and office hours
• Course description
• Course prerequisites: list prerequisites or “none”
• Course co-requisites: list co-requisites or “none”
• Required texts/readings
• Course objectives/learning outcomes
• Course requirements
• Methods of evaluation and grading criteria
• Course schedule, including tentative exam schedule
• Final exam date and description of final exam. This date should be the one published in the institutional academic calendar final exam schedule unless cleared to be otherwise
• “Right to Modify" clause, allows for changes in the course structure as events dictate.
• The Institutional Policies outlined below

Policy Statements
Solutions at Sage

Solutions is a place to get any question answered. Located on the first floor of each Library, Solutions staff help with Advising, Academic Support, Career Planning, Accessibility Services, and literally anything else. (www.sage.edu/solutions)

Russell Sage College Diversity Statement

Russell Sage College embraces diversity, equity, and inclusion as essential components of a rich intellectual and cultural environment in which all members are given the opportunity to reach their full potential as active participants in our local and global society.

We realize that the work of diversity, equity, and inclusion is an evolution that moves us towards our aspirations of a culturally inclusive community. The understanding we gain, as we continually assess our institution, will create informed and intentional transformation.

Russell Sage College is committed to developing policies and programs to create a campus that supports an optimal learning and working environment for all students, alumni, faculty, administrators, and staff.

The Spirit Of Learning: Statement on Appropriate Conduct on Campus

All members of the Russell Sage College community are expected to conduct themselves in a way which respects the learning environment. Thus, Sage has the right to remove any student from a classroom, other academic area, or program at any time if the student’s behavior is contrary to the spirit of learning or hinders the operation of the program in any way. Violent, disruptive, harassing or intimidating behavior is not tolerated in the classroom or any other place on campus. Any student whose conduct disrupts a class or other learning environment may be required to leave the premises immediately and subjected to disciplinary and/or legal action.

Americans with Disabilities Act

Russell Sage College is committed to providing equal access and responding to the needs of students with disabilities, as defined by the Americans with Disabilities Act. A student seeking academic adjustments under the Americans with Disabilities Act must register and provide documentation to the Director of Accessibility Services. Any student in need of classroom assistance or modification under the Americans with Disabilities Act must inform the instructor of the needed adjustment by first obtaining the necessary accommodation letters from the Director of Accessibility Services in order for reasonable accommodations to be provided. It is recommended that students do so at the onset of classes as reasonable prior notice needs to be given. The Director of Accessibility Services can be contacted in Troy at 65 First Street Troy NY 12180 (518) 244-6874 or in Albany at 140 New Scotland Avenue, Albany NY 12208 (518) 292-8624, or via email at accessibility_services@sage.edu.

Policy on Academic Integrity

Russell Sage College maintains the highest standards of academic integrity and ethical conduct in all aspects of academic work, including the use of artificial intelligence (AI) tools and resources. Since academic honesty is a foundation of teaching, learning, and scholarship, academic dishonesty in any of its forms, including cheating, plagiarism, misuse of RSC resources, improper use of artificial intelligence, and failure to comply with guidelines for the conduct of human research, will not be tolerated. A full statement of the policy on Academic Integrity can be found as an appendix to the Student Code of Accountability on the Russell Sage College

website. A hard copy can be requested from the Dean of Students in Albany Kahl Campus Center 205, (518) 292-1753 or in Troy McKinstry Student Center, (518) 244-2207.

For guidance in proper referencing of sources, as well as how to avoid plagiarism, reach out to your instructor or your academic advisor, consult the most recent editions of the following works, which are available in the reference section of the libraries on the Troy and Albany campus, or visit Solutions for help on either campus.

[The course instructor will select Option A or Option B listed below]

Option A

In this course, unless specifically noted on an assignment, you are permitted to use ChatGPT and other artificial intelligence (AI) tools to assist you in gathering information, creating drafts, and revising your work. However, you are expected to include a disclosure statement at the end of your assignment describing which AI tool you used and how you used it. For example, "Dall-E 2 was used to develop an approach to this assignment, and for help with creating the images." If you use these tools in an unauthorized manner, you may be asked to resubmit the assignment, receive a “0” or an F on the assignment, or receive a failing grade for the course. There may also be additional student conduct ramifications following a formal charge of academic misconduct.

Option B

In this course, certain assignments may permit or direct you to use artificial intelligence (AI) tools such as ChatGPT for specific purposes and with specific directions. On those assignments, you may use such tools. You are expected to include a disclosure statement at the end of assignments describing which AI tool you used and how you used it. For example, "ChatGPT was used to draft about 50 percent of this assignment and to provide revision assistance. AI-produced content was edited for accuracy and style." On all other assignments, you are not permitted to turn in any work that is created, completely or partially, by ChatGPT or another AI tool. If you use these tools in an unauthorized manner, you may be asked to resubmit the assignment, receive a “0” or an F on the assignment, or receive a failing grade for the course. There may also be additional student conduct ramifications following a formal charge of academic misconduct.

- Joseph Gibaldi, MLA Handbook for Writers of Research Papers, New York, Modern Language Association.
- Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, Chicago, University of Chicago Press. https://researchguides.library.wisc.edu/c.php?g=177820&p=1167371
- American Psychological Association. Publication Manual for the American Psychological Association, Washington, D.C., American Psychological Association. http://apastyle.apa.org/

Religious Observance

Russell Sage College recognizes the value of participation in and observance of religious obligations and practices by individual students. No student will be penalized because a religious observance prevents participation in any course requirement. An opportunity will be provided for each student to make any requirement missed for an absence due to religious observance. A student who intends to be absent from classes for a religious observance must notify each instructor in advance and make arrangements to cover missed course materials and to complete the course requirement(s) missed. The College reserves the right to confirm the existence of the observance through an interfaith calendar.

E-Mail Policy for Russell Sage College

Sage considers Sage Gmail (username@sage.edu) the exclusive vehicle for official college e-mail communication. As such, username@sage.edu will be considered the official email address for writing and forwarding electronic correspondence. All users are expected to regularly check their Sage email account (on Gmail) and to acknowledge messages in a timely manner. In addition to general College notices, faculty members frequently use the College's email system to notify and correspond with members of their classes. It is recommended that students frequently access their College assigned

email account for information. Any electronic business conducted with the College must be done via a sage.edu account.

Credit Hour Policy at Sage

All courses offered at Russell Sage College - graduate, undergraduate, and professional - comply with the definition of the credit hour and the policies established by the New York State Commissioner of Education and the US Department of Education regardless of delivery modality. A contact hour is described as the interaction between faculty and students via lecture, discussion, research, project/ problem, debate, etc. For lecture class formats, one credit requires a minimum of 12.5 faculty contact hours (750 minutes) and a minimum of 30 hours of out-of-class student work over the course of a 15 week semester. For example, a three-credit course is thus equal to a minimum of 37.5 faculty contact hours (2,250 minutes) with the expectation of a minimum of 90 hours of student out-of-class work time.

Course Recording Policy

Instructors must add one of the following statements (option 1 or option 2) on their syllabus:

Option 1: Prohibit unless authorized for academic purposes

Recording of class sessions, including, but not limited to, lectures, labs, studios, discussions, presentations, and office hours, is prohibited unless explicitly authorized by the instructor or approved as a documented accommodation through Accessibility Services. Any permitted recordings are for personal academic use only and may not be shared, distributed, or posted. Surreptitious recordings are strictly prohibited. Violation of this policy may result in disciplinary action in accordance with College policies and procedures.

Option 2: Permit for academic purposes

Audio recordings of class discussion, lecture, or course-related learning activity are permitted for the sole purpose of individual or group study with other students enrolled in this course during this semester. Any sharing, distribution, or posting of the audio recording not for the intended use may result in disciplinary action. All recordings must be destroyed at the end of the semester. Video recordings are prohibited unless coordinated through the Accessibility Services Office. Surreptitious recordings of any kind are strictly prohibited.

Russell Sage College's institutional policy on Photos, Video, and Recordings. For more information contact the Office of Marketing & Communications, communications@sage.edu.

[Updated June 2025]

Course Schedule

The **Schedule of Classes** by **Term** is available in **Self Service** - **Course Catalog** (sss.sage.edu)

- **Self Service** - Course Catalog
  - Go to the **Advanced Search** tab
  - Select **Section Listing**
  - Select **Term**
  - Select **Subject** (OR subject + course # OR leave the fields blank)
  - Recommended: use **Filters**, such as, class level, campus location (Albany general or Troy general), availability
  - Click once on **Search** at bottom of screen
- Note: on the search results screen, **Additional Filter options** appear in the left margin
- Click on **course title** to see section details: course description, meeting information, and bookstore/textbook information.

Course Levels
• **Undergraduate classes** = 100-400 Level
• **Graduate classes** = 500-900 Level

Cross-Registration with Other Colleges

Sage maintains relationships with other institutions that allow full-time matriculated undergraduate students to complete coursework through local consortia and study abroad consortia during the academic year. Students pay their regular Sage tuition and fees and complete coursework as long as they are in good academic standing at the College and have completed all requirements and necessary forms.

For coursework at local institutions through the Capital Region Consortium (formerly known as, Hudson Mohawk Association of Colleges & Universities), full-time undergraduate students may take one or two courses per term (fall or spring). The requested course(s) should not be currently available at Sage. A minimum of one-half of the student's term credits must be on their home campus. Note: some institutions place additional restrictions on cross-college registrations.

Coursework completed through a consortium partner via cross-registration (local college or study abroad) appear on the official transcript as Sage credits (course information and course grade). The consortium course grade is included in GPA calculation. Students should consult with their faculty advisor (major) and the Registrar's Office early in the advising process to ascertain policies and procedures that must be followed for a particular institution.

Course registration deadlines, course/term start and end dates, and drop/course withdrawal dates for the Capital Region Consortium courses vary and are based on the specific provider institution's policy. The student is responsible for adhering to the provider colleges' registration requirements and the Russell Sage College academic calendar.

Degree-Seeking Status (Matriculation)

A student with degree-seeking status (matriculation) may be eligible for financial aid, is able to plan a course of study that meets academic needs and interests, and will be assigned a faculty advisor. A first time freshman student who is uncertain of their major will be matriculated as an Academic Exploration student. Students in the Academic Exploration program take a combination of courses in satisfaction of General Education requirements and in areas of potential academic interest. Students may stay in the Academic Exploration up to the completion of 45 credit hours, at which point, they will be expected to declare a major program.

Students are bound by the programs and regulations set forth in the Catalog at the time they begin their degree studies (first day of the term) at Russell Sage College. Upon re-enrolling, students are newly matriculated under the current Catalog in effect at the time of re-enrollment.

Inactive Student Status

Any matriculated student who has enrolled during one semester and who does not register for credit the subsequent semester will be **administratively withdrawn** (in-activated) from the College unless the student requests and is granted a leave of absence or officially withdraws from the College. A student who has been withdrawn may seek readmission by contacting the Office of Admission. Inactive student status does not release the student from financial obligations. Upon re-enrolling, students are newly matriculated under the current catalog in effect at the time of re-enrollment.

Leave of Absence or Withdrawing from the College

Hiatus/Leave of Absence

Students who need to suspend their studies for a specific period of time, one term or up to one academic year, may request a Leave of Absence (Temporary Hiatus) by contacting the Student Life Office (deanofstudents@sage.edu), by the last day of classes for that semester. Leaves of absence are not granted automatically; the student should be prepared to state the reason(s) (e.g., medical, personal, financial) for requesting the leave and to assist in completing the appropriate paperwork. The decision to grant a leave of absence is made by the Dean of Students in consultation with the Academic Dean, and/or faculty advisor, and program director.

Financial adjustments, if applicable, are made according to the published tuition adjustment schedule. Students should also be aware that changing their status might affect their financial aid eligibility, as well as progress toward degree completion.

Withdrawing from the College

Both commuting and residential students who wish to withdraw from the College initiate the process by

contacting the Student Life Office (Dean of Students, deanofstudents@sage.edu). At this time, the official withdrawal form will be processed and students will participate in an exit interview. Students should follow this procedure whether they are withdrawing in order to transfer to another college or for other personal reasons, and whether the withdrawal is occurring during the semester or between semesters.

Withdrawal from the College does not release students from financial obligations incurred during the period of their attendance. Students who wish to re-enroll should contact the Admission Office (admission@sage.edu) for re-admission procedures.

Matriculation Changes

If students do not follow the leave of absence procedures outlined above, they are Administratively Withdrawn (loss of matriculation/in-activated). Students who are approved for re-enrollment are matriculated through readmission process under the most recent RSC Catalog. This rule requires returning students to take the latest requirements. Note: evening/continuing education students will be administratively withdrawn after 1 year on inactivity.

Online Consortium Courses

Russell Sage College belongs to the Online Consortium of Independent Colleges and Universities (OCICU), an association of regionally-accredited colleges and universities throughout the United States that offer online coursework. If a matriculated student needs a course that Sage does not currently offer and/or is required for pending graduation, it may be possible to cross-register for the course online through one of the OCICU provider schools. Students taking OCICU courses pay their regular Sage tuition. Credits earned via OCICU appear on the transcript with a grade that figures toward the GPA. OCICU courses count as credits taken at Sage for purposes of financial aid calculations and residency.

Course registration deadlines, course/term start and end dates, and drop/course withdrawal dates for OCICU courses vary and are based on the specific OCICU provider institution's policy. The student is responsible for adhering to the OCICU college's and Sage's registration requirements, as well as the Russell Sage College academic calendar.

Registration, Course Planning, and Catalog Year

Students may view their **class schedule** information by term using **Self Service**. (Login into passport.sage.edu - go to Self Service (sss.sage.edu)- Student Planning - Plan & Schedule > [Term]

To plan a curriculum or a semester's course of study, students use the Catalog associated with the year they entered the College and their degree information listed in Student Planning - **My Progress**. It is the student's responsibility to use the Catalog and My Progress to outline course requirements in their curriculum. See the Registration Timeline on Sage.edu for important registration notes & dates.

Students wishing to change their **Catalog Year** must inform the Advising Office in writing using their Sage email account. The Catalog Year may only be advanced; it may not be reversed. Degrees from accredited programs, or degrees that qualify students for certification, may require that students follow requirements subsequent to those in effect when the student matriculated.

My Progress in Student Planning assists students with their curricular planning, graduation requirements, and registration. My Progress is a listing of requirements for the degree program to which a student's courses (completed, transferred, and in progress) are matched. Both the catalog year and the student's major determine the requirements for graduation and the requirements listed in My Progress. Any student who believes that there is an error in their My Progress screen should bring that issue to the attention of the Registrar and resolve those discrepancies as early in their academic career as possible.

As the student plans their schedule, they must be sure that they meet the prerequisite requirements for each course. A student must have credit for or be enrolled in all prerequisites before enrolling in any course. A student may get permission to override a

prerequisite only from the faculty member teaching the course or from the program director in the discipline where the course is offered.

Due to the rotation of some courses, a student should plan, during the first year with their faculty advisor (major), a four-year sequence of courses that meets the requirements for the degree. This plan should be updated each semester. This responsibility rests solely with the student.

The College reserves the right to add, change, or delete curricular offerings and/or to make curricular refinements.

Class Standing

Class Level	Completed Credits
Freshman	0-23
Sophomore	24-53
Junior	54-86
Senior	87 or more

Reserve Officers' Training Corps (ROTC)

Air Force

Undergraduate full-time students may enroll in the Air Force ROTC Program at Rensselaer Polytechnic Institute, Troy, NY. This program qualifies students for commissions as officers in the U.S. Air Force. Scholarships are awarded to high school seniors and first- and second-year Air Force ROTC students who qualify. For details about this program, interested students should contact the Commanding Officer of the Air Force ROTC unit at Rensselaer at (518) 276-6236. Students taking USAF courses at Rensselaer complete a cross-registration form.

Army

Undergraduate full-time students may enroll in the Army ROTC Program at Siena College. Classes are taught at Siena College, Loudonville, NY and Rensselaer Polytechnic Institute, Troy, NY (RPI Army ROTC). This program qualifies students for commissions as officers in the U.S. Army. Students enrolled in the Nursing program are of particular interest. Scholarships are available to first- and second-year students who meet qualification requirements. For details about this program, interested students should contact the professor of military science at Siena College at (518) 783-2536. Students taking MILS courses at Siena or USAR courses at Rensselaer complete a cross-registration form.

Navy

Undergraduate full-time students in the B.S. in Nursing program, may enroll in the Navy ROTC Program (NROTC) at Rensselaer Polytechnic Institute, Troy, NY. After four years of participation in the program, Russell Sage students will receive commission as regular officers into the Navy Nurse Corps. Questions about the application process and details about the NROTC program can be answered at https://rotc.rpi.edu/naval-rotc. For additional details about this program, interested students should contact navyrotc@rpi.edu. Students taking USNA courses at Rensselaer complete a cross-registration form.

Schedule of Examinations

Mid-term examinations: Although midterm examinations are not required in all courses, instructors are expected to submit Undergraduate Advisory Grades at the end of the 5th week of classes during the Fall and Spring semesters. In this context, announced midterm examinations may be helpful in many courses.

Final examinations: Sage is committed to the principle that all credit-bearing activities must involve a concluding assessment of student learning by the responsible faculty. Faculty are expected to keep a record of such assessments. See Academic Calendar on Sage.edu for the current term final exam schedule: https://www.sage.edu/academics/academic-calendars/

In most college courses the appropriate assessment is a written final examination. Sage requires such examinations to be given in accordance with the examination schedule. When a deviation from the schedule is necessary the Registrar and the Department chairperson or Dean of the College should be notified of the change.

Faculty are expected to minimize interference with students' other academic responsibilities when they

schedule different kinds of concluding examinations (lab, clinical, etc.). In no case may an examination be set at a time which results in a conflict for students with a regularly scheduled meeting of another course. The Registrar publishes a schedule of final examinations each semester.

Courses must meet for the number of hours specified in the credit hour policy, including the scheduled meeting in the Final Exam week. The Final Exam week meeting must be used for a class, an examination, a performance, a presentation, or other meaningful academic exercise as determined by the department. Courses that cover the required contact time in different ways, such as Studio, Online, Reduced Seat Time, and Weekend courses, are exempt from following the Final Exam week schedule.

During the final examination period, students are not required to take more than two (2) final examinations per day and may request a make-up time for the additional examination(s), if desired. Students requesting a make-up examination must work together with all faculty involved, and the Dean of the College, if necessary, to determine which examination will be rescheduled.

Semester Course Load

It is the student's responsibility to be sure they are enrolled in the correct number of credits by the end of the stated drop/add period. Students can view their # of enrolled/registered credits by term in their Student Planning account (Self Service - Student Planning - Plan & Schedule). Degree requirements are listed in My Progress (Self Service - Student Planning - My Progress).

Full-time Undergraduate Student

- 12 or more credits per semester.[1]
- The usual full-time semester load is 15-16 credits.

Part-time Undergraduate Student

- Fewer than 12 credits per semester.
- The usual part-time semester load is 6-7 credits.
- Some federal financial aid programs require 6 or more credits per semester to be eligible.

[1]**Note**: federal and state regulations mandate that financial aid cannot be awarded for classes that do not count toward a student's degree program. If a student is enrolled in credits that do not count toward their degree, certificate, or other credentials, the classes cannot be used to determine enrollment status for financial aid purposes. Contact the Office of Financial Aid, finaid@sage.edu, for more information.

Semester Overload

Students of proven ability, as well as seniors in their last semester, may enroll for more than 18 credits with the permission of the Undergraduate Dean (rscdean@sage.edu). Overload requests may be submitted using the Registration Request Exception Form (form) found in Self Service.

Note: an **overload fee** is charged for term credits above 18 (fall or spring). See the Tuition and Fees information on Sage.edu.

Student Assessment of Learning & Teaching

At the end of each term or session for each class, students are encouraged to complete an assessment of course organization and planning, communication, assignments/exams and graded materials, and instructional methods using the student assessment of learning and teaching survey form delivered via Sage Gmail and/or Moodle (also known as the SALT form). Instructors and the College as a whole value the information. Student responses will be used to help the College evaluate the overall effectiveness of the course and the instructor. Additionally, responses may be used by the instructor to modify and improve this course. These evaluations are anonymous, confidential, and independent.

Student Right to Know, Privacy, Records, and FERPA

Student Right to Know Law

Russell Sage College will provide information regarding graduation and persistence rates, in accordance with provision of the federal Student Right to Know Law. The information is available from the Office of the Registrar. In addition, Russell Sage College publishes required information under the Campus Security Act in a safety and security

brochure and posts the information on the Office of Public Safety web page, https://www.sage.edu/about/offices-centers/public-safety/.

Privacy and Confidentiality (FERPA)

The Family Educational Rights and Privacy Act (Buckley Amendment), passed in 1974, regulates the procedures for handling student records. According to the U.S. Department of Health, Education and Welfare, the Act was designed to ensure that students and parents (in cases where the student is considered a dependent) would have specific educational records made accessible for reasons of inspection and correction and to restrict the release of most records, so as not to violate their privacy and confidentiality when student consent is lacking.

According to the Act, the following records are not accessible:

- financial records of a student's parents;
- confidential letters of recommendation received prior to January 1, 1975;
- confidential letters of recommendation for which the student has signed a waiver of access; and
- records created and maintained by a professional for the sole purpose of treating the student (i.e., records kept by a college physician, psychiatrist, or counselor). The student may choose a qualified professional to review these records.

Student Authorization Form (FERPA)

The waiver form can be found on Sage.edu (https://www.sage.edu/academics/academic-resources/registrar/academic-record/). This form is used to create a pass-code for your student record. The College reserves the right not to disclose confidential information over the phone. Only inquiries that can be verified with the correct answers will be considered appropriate for discussion. For third parties: only individuals specifically named on this form and who can both provide and answer the challenge questions can make inquiries regarding your student record. If you choose to change your authorized individuals you will need to resubmit this form changing your challenge questions and answers.

Access to Directory and Records Information

The College is permitted under the Family Educational Rights and Privacy Act (Buckley Amendment) to make directory information about students available to the public. Directory information includes:

- Student's name
- Address, Phone listing, and Email address
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance, degrees and awards received
- Most recent previous educational agency attended

If a student would prefer that this information not be made public, the student may inform the College of this at any point during his or her academic career. Request forms to withhold this information from the public are available at the Registrar's Office.

Records Inspection

The following student records are available for inspection at the specified locations:

Registrar's Office	Transcript of grades*
	Grade lists*
	Academic warning, probation and suspension lists*
	Transfer credit records
	Degree information
	General student records
Student Life/ Residence Life	Judicial records
Office of Public Safety	Parking/traffic violations lists*
Dean's Office	Dean's List
Academic Support Center	HEOP records

**The entire content will not be released, only the data directly related to the individual requesting access.*

Procedures for Review of Records

The Act specifies that a college official has 45 days to respond to a student's request to view their records. Sage will initially respond to a request by setting up an appointment with the student within the 45 day period. Ideally, the student will be able to access the records within a couple of weeks.

All records must be reviewed in the presence of a College official. The student may be asked to show proper identification to the college official and sign a permit form. Records cannot be shared when the names of other students or information related to other students are involved (i.e., restricted records such as a grade list).

Inspection and Correction of Records

If a student wishes to challenge any part of a record, it may be done informally by addressing the issue with the administrator in charge of the record in question. If an agreement cannot be reached, the student should request a hearing with the Dean of the College. If the student still believes that their rights are being violated after following the above procedure, an investigation can be requested by the Review Board of the Family Educational Rights and Privacy Act Office, U.S. Department of Education, 600 Independence Ave., SW, Washington, DC 20202. An investigation could lead to a hearing.

Access to Records by Another Party

Each individual record will include the names of those persons not employed by the College who request or obtain access to a student record. The legitimate interest of the person making the request will also be recorded. The College permits third parties to gain access to students' records when requests come from:

- a person designated by the student with the student's written consent;
- an accrediting agency doing a college evaluation;
- certain federal or state agencies;
- officials of other schools in which a student seeks acceptance or intends to enroll when the student requests that the information be released; or
- other faculty members, administrators, or staff members who either seek access for a legitimate educational reason or who are required to handle the records as part of their official duties at the College.

Student records, except for the permanent transcript and certification of completion required for state licensure in some academic programs, are kept for a period of seven years from the date of graduation or last attendance. The permanent transcript is maintained "forever" in the Office of the Registrar. The certification of completion, if required for licensure, is maintained in the academic program office.

Study Abroad

Any student who is considering studying abroad or study away must seek prior approval from the Office of the Dean and meet the following criteria: have at least sophomore standing, a 3.000 cumulative GPA or higher, and be a full time student the semester prior to studying abroad and during the term abroad/away.

Students enrolled either in the sponsored and/or affiliated programs pay their regular tuition and room-and-board fees to Sage. Students are eligible to continue to receive financial aid during their time away from campus. Books, miscellaneous personal expenses, and the cost of travel are not covered. Credit earned in Sage-sponsored study abroad programs appear on the transcript as Sage grades and credit. Examples of sponsored and/or affiliated programs include: New American Colleges and Universities and American Institute for Foreign Study.

Coursework completed at a program that is not affiliated with Sage is subject to the same policies as "transfer credit after matriculation" (see section of Catalog). Specifically, students should fill out and have signed transfer credit request forms that are available in the Registrar's Office before they register for courses in a study abroad program. No grade below a "C-" will be accepted for transfer. Students who participate in a study abroad program not affiliated with Sage will likely need to take a leave of absence from Sage while they are abroad and make their own financial arrangements through the institution that is sponsoring the program.

For more information go to: sage.edu/academics/special-opportunities/study-abroad/

Travel Conflict Policy

Students are responsible for planning a schedule that allows enough time for travel between classes. Students should not enroll in cross campus classes when the amount of time available for travel is less than 30 minutes. Students should consult with their faculty advisor or advising office to resolve conflicts.

Arriving late for a class or departing early disrupts the teaching and learning process and may violate the College's credit hour policy. Exceptions to override this policy are rare. Students who wish an exception due to an extenuating circumstance must obtain the approval of the course instructors and department chairs involved and the Undergraduate Dean. Requests must be submitted by 5:00 PM prior to the start of the fourth day of term. If an exception is not approved, students will be expected to adjust their schedules by the add/drop deadline.

Undergraduate Students and Graduate Courses

Undergraduate students who are seniors in good standing, with a cumulative GPA of 3.000 or higher, may take graduate courses for undergraduate credit.

Qualified undergraduate students may take up to twelve (12) graduate credits, with advisor approval and permission of the Dean of the School in which the graduate courses are offered. These courses may satisfy undergraduate requirements, or if the graduate credits are completed beyond the 120 credits required for the baccalaureate degree, may satisfy graduate requirements.

Undergraduate students hoping to enroll in graduate coursework should be aware of the restrictions on the policies that support acceleration. No undergraduate degree can be completed with fewer than 120 credits. The graduate level transcript must include 30 graduate credits (minimum) to qualify for degree conferral.

Students should seek advisement & approval from their faculty advisors. Approval from the graduate program director is also required. Students should review if or how the courses selected apply to the appropriate programs. To be registered for a graduate class, completion of the Registration Exception Request Form is required. (The request form is also available in Self Service on the Academics Menu).

- **Undergraduate Level**, **100-400** (Undergraduate course descriptions)
- **Graduate Level**, **500-900** (Graduate courses descriptions)

Visiting-Student Status (Non-Matriculation)

Visiting students are those who do not intend to earn a certificate or degree. They are not eligible for financial aid and are not assigned an advisor. Credits accumulated as a visiting student will not necessarily count toward a certificate or degree program. Individuals who do not wish to become classified as degree candidates with a declared field of study may enroll in undergraduate courses and earn credit on this basis. Students must meet and show proof that course prerequisites have been met. Enrollment as a non-matriculated student can be accomplished by completing course registration forms and satisfying financial obligations.

Academic Policy: Standards

Academic Integrity

Russell Sage College takes pride in the pursuit of academic excellence and integrity. Students are expected to comply with the stipulations set forth in the "Statement of Academic Honesty," included in the Student Handbook, which outlines the procedures used to enforce the spirit of academic honesty at the College.

Academic dishonesty and misconduct violate the essential mission of an academic institution and will not be tolerated in any of its forms. Academic dishonesty and misconduct include:

- using material not authorized by the instructor to complete an exam;

- knowingly doing another person's academic work;
- presenting the written ideas, representations, or words of another without citing the appropriate sources;
- failing to cooperate in the investigation of any student being accused of academic dishonesty/ misconduct.

View the **Student Handbook** (Office of Student Life) for more information on the **Student Code of Accountability** and procedures:

- https://www.sage.edu/student-life/student-handbook/

Academic Monitoring

Student Academic Progress

Student academic progress is monitored at several levels: (a) by the Registrar's Office through the program evaluation report (b) by the student's academic advisor, (c) by the program director of the program in which the student is enrolled, (d) by the CAAR Faculty Committee, (e) Advisory Grade Report (5th week progress), and (f) by the students themselves.

Advisory Grade Report: the advisory report summarizes student academic progress at the 5th week of the term (fall and spring only). Letter grades are entered for each course by the course instructor. Advisory grades are not formally recorded on the student's official record. The advisory grades are meant to serve as an indication of the student's academic progress to this point. Students may view their undergraduate advisory grades in Self Service using the Grades module.

Academic Monitoring by Academic Program

Some major programs require specific course grades in major courses, major GPA, and/or cumulative GPA for progression and graduation. See the individual program pages for more information.

Academic Monitoring of Student Athletes

Each academic year the Athletics Department presents each student athlete with a copy of the Sage Student-Athlete Handbook. The handbook can be found on the Sage Athletics website, www.sagegators.com.

- The Sage Student-Athlete Handbook contains information on:
  - Eligibility for Student Athletes
  - Class Attendance Policy for Student Athletes
  - Academic Support Program for Student Athletes
- For more information contact the Office of Athletics, 518-244-2283, athletics@sage.edu.

Academic Record Review

Full-time student records are reviewed by the **Committee on Admission, Academic Standards, and Retention** (CAAR) at the end of each fall and spring semester to determine if students are making good progress and likely to meet graduation requirements in a timely manner.* Part-time student records will be reviewed at the end of the semester after students have attempted 12 new credits. Students with a semester GPA or cumulative GPA below a 2.000 will receive a Letter of Academic Action, as appropriate, from the faculty Chair of the Committee.

*The academic decision of CAAR each term is separate from Financial Aid policies. Please contact the Office of Financial Aid directly, finaid@sage.edu, regarding your current and future financial aid status.

Restorative Academic Action Plan

Students on academic probation or semester probation will have the option to participate in the Restorative Academic Action Plan (RAAP). RAAP is a program offered in fall and spring to help students achieve academic success. Students may participate in the RAAP program for a maximum of two semesters, with the possibility of a third semester if the student demonstrates significant extenuating circumstances as determined by CAAR. If CAAR determines that the student has successfully completed RAAP, CAAR will request the Registrar remove the notation of "Probation" from their permanent transcript. Contact studentsuccess@sage.edu for more information.

Academic Actions

Students who earn a semester or cumulative GPA below a 2.000, and thus are at risk for not meeting graduation requirements in the future, are subject to the following academic actions upon review by the Academic Standards Committee at the end of each fall and spring term.

Note: decisions made by CAAR are separate from the Financial Aid Office decisions and policies.

Semester Probation

Indicates that a student has earned a semester GPA below a 2.000, while maintaining a cumulative GPA of 2.000 or higher. This constitutes a serious warning and is a signal that the student must reverse the present direction or face possible academic probation or suspension from the College in the future.

*Notation of "Semester Probation" for the semester will be placed on the permanent transcript.

Academic Probation

Indicates that the student's cumulative GPA at the end of the fall or spring term is less than a 2.000, and thus the student is at risk for not meeting graduation requirements in the future. Probation constitutes a serious warning and is a signal to the student to reverse the present direction or face possible separation from the College. (This action is the minimum that will occur if the cumulative GPA is below 2.000.)

*Notation of "Academic Probation" for the semester will be placed on the permanent transcript.

Temporary Probation

Temporary Probation is given to a student when one or more incompletes (I grades) are a factor in determining whether or not the GPA (cumulative or semester) falls below a 2.000. The student on temporary probation must resolve the I grade(s) prior to the start of the subsequent semester; all I grades are due 8 weeks from the beginning of the following semester. It is the responsibility of the student to contact the Office of Student Services when the coursework has been completed to arrange to have the temporary probation removed from the record, if a 2.000 cumulative and/or semester GPA is attained with grades from newly-completed courses. CAAR will be notified by the Office of the Registrar if resolved I grades, and will subsequently review student academic records to determine if the notation of Temporary Probation should be removed or if the student should be placed on either semester of academic probation.

*Notation of "Temporary Academic Probation" for the semester will be placed on the permanent transcript, unless the student has resolved the matter.

Conditions of Probation

Because students who are placed on probation are at risk for not meeting graduation requirements, CAAR may require one or more of the following sanctions in the letter of academic action in an effort to direct students toward a successful subsequent academic experience in the semester following the probation term.

- Meet with faculty advisor and College personnel to develop an academic success plan.
- Restrict students to no more than 5 courses (16 credits) in the subsequent semester.
- Restrict students to no more than 4 courses (13 credits) in the subsequent semester.
- Restrict students to no more than 2 courses (7 credits) in the subsequent semester.
- Repeat courses in the subsequent semester that were not passed previously.
- Change academic program.

Note: a probation status may be placed retroactively on a student's record whose academic standing could not be determined at the end of a semester due to Incomplete "I" or Research Pending "RP" grades. Since courses with "I" or "RP" grades are often completed in the subsequent semester, grades earned in those courses will be used in a subsequent review of the student's record and may result in retroactive academic action.

Academic Suspension

Suspension is defined as a separation from the College for a stated period (one or more semesters). CAAR may impose a suspension under one or more of the following conditions:

- a student fails to attain a minimum cumulative GPA of 2.000 after 2 or more semesters on Academic Probation or Semester Probation;
- a student earns 3 or more F grades in a single semester;
- a student earns a cumulative GPA of 1.250 or below;
- a student demonstrates poor academic performance which warrants action more severe than probation.

Appeal

Suspended students may appeal to CAAR within the period stipulated in the Letter of Academic Action. In cases where a student receives an incomplete "I" grade in one or more courses and is pending academic suspension from the College, they will have a final deadline for completion of work no later than five business days before the start of the next semester. If the remaining coursework is not completed or the final course grade does not improve the cumulative GPA, the student will be suspended. Students have the right to appeal to the Undergraduate Dean. The Undergraduate Dean is the final decision-making authority on appeals of academic suspension.

A student who has been suspended may not take courses at Sage until the completion of the suspension period. Students returning from academic suspension are permitted to enroll in classes under probationary conditions as specified in the original Letter of Academic Action. They must consult with the Director of Academic Advising and Dean of Students to confirm what return procedures and policies apply.

*Notation of "Academic Suspension" for the semester will be placed on the permanent transcript.

Academic Dismissal

Academic dismissal is defined as a complete and permanent severance for reasons of academic deficiency. The Committee may impose academic dismissal after one or more academic suspensions. A student who has been dismissed may not take classes at Sage. As with suspension, dismissed students may **appeal** to the Dean of the College within the period stipulated in the Letter of Academic Action. The Provost is the final decision-making authority on all academic matters.

*Notation of "Academic Dismissal" for the semester will be placed on the permanent transcript.

Notes

- The academic action/decision of CAAR each term is separate from policies of the Office of Financial Aid. Please contact Financial Aid staff directly, finaid@sage.edu, regarding your current and future financial aid status and scholarship/college loan eligibility.
- To understand how grade point averages are calculated, see Catalog section, "Academic Policy-Grading".
- Withdrawing or taking a leave of absence from the College does not exempt the student's record from academic sanctions. Academic standing outcomes will be posted to the student's official transcript as noted above.

Appeals of Academic Issues

In the event that a student has a complaint involving a faculty member or wishes to question a grade, the student should follow the procedures listed below:

- Meet or speak with the instructor involved. In the best interests of both parties, resolution ideally should be reached at this stage.
- Meet or speak with the instructor's department chairperson or program director if resolution is not reached between the student and instructor.
- Meet or speak with the Dean of the College only in the event that the student feels procedures were not followed.

The Provost is the final decision-making authority.

Good Academic Standing

Russell Sage College regards a student as "in good standing" academically if they are permitted to enroll for the subsequent term. To graduate, a student must present a cumulative grade point average (GPA) of at least 2.000. Note: some major programs

require a higher cumulative GPA for degree completion. See specific program pages for more information.

In addition to meeting cumulative GPA requirements, all students must achieve a minimum major GPA of 2.200 in order to graduate. Certain academic programs have higher academic standards in the major and students may consult individual academic departments for clarification of distinct requirements.

GPA Requirements in Major (Academic Program)

In addition to meeting cumulative GPA requirements, all students must achieve a minimum major GPA of 2.200 in order to graduate. Note that certain academic programs have higher academic standards in the major and students may consult their program evaluation, my progress report, the Catalog, and individual academic departments for clarification of distinct requirements. The academic departments are responsible for identifying and informing students who are not meeting program-specific standards. Students are also responsible for tracking their own academic progress within the major through their program evaluation. Students may seek to change their academic program through the Student Services office with permission of the Advising Office.

Chart of Major Program and GPA Requirements

GPAs Required for Graduation	Major GPA	Cumulative GPA
Academic Exploration	na	na
Art + Extended Media (B.F.A.)	2.200	2.000
Biology (B.A.)	2.200	2.000
Biology (B.S)	2.200	2.000
Business Administration (B.B.A. or B.S.)	2.200	2.000
Childhood Education/English	3.000	3.000
Childhood Education/History	3.000	3.000
Childhood Education/Life Sciences	3.000	3.000
Creative Arts in Therapy (B.S)	2.200	2.000
Criminal Justice, Law, & Behavioral Science (B.S.)	2.200	2.000
English, Writing, and Culture (B.A.)	2.200	2.000
Graphic + Media Design (B.F.A.)	2.200	2.000
Health Sciences (B.S.)	2.750	2.000
History (B.A.)	2.200	2.000
Interdisciplinary Studies (B.A. or B.S.)	2.200	2.000
Interior + Spatial Design (B.F.A.)	2.200	2.000
Musical Theatre (B.S.)	2.200	2.000
Nursing (B.S.)	3.000	2.000
Nursing RN (B.S.)	3.000	2.000
Nutrition Science (B.S.)	2.200	2.000
Organizational Studies (B.P.S.)	2.750	2.000
Physical Education (B.S.)	2.750	3.000
Psychology (B.S.)	2.200	2.000
Public Health (B.S.)	2.200	2.000
Sociology (B.A.)	2.200	2.000
Sport & Recreation Management (B.S.)	2.200	2.000
Theatre (B.A.)	2.200	2.000

Readmission

Former matriculated undergraduate students who have been away and not on an approved leave of absence must contact the Admission Office for a readmission/re-enrollment application procedures. Upon reenrolling, students are newly matriculated under the current catalog in effect at the time of reenrollment.

If the student attends any other post-secondary institutions (college, university, technical, proprietary school, etc.) while away from Sage, official transcripts should be forwarded to the Office of Admission.

Graduation & Honors

Dean’s List

The Dean’s List is published twice a year following each fall and spring semester and recognizes full-time Russell Sage College students with a term GPA of 3.500 or higher. In order to be eligible for Dean’s List, students must complete at least 12 semester hours with A-F letter grades in that semester and have no grades of “Incomplete” (I) or “Research Pending” (RP). A student with an incomplete may petition the Dean’s Office for recognition after the incomplete is satisfied.

Students enrolled part-time at Sage may earn Dean's List honors as well. Students who are registered as part-time matriculated degree students will be evaluated once for each 12 credit hours accumulated with letter grades A-F. Students are eligible for the Dean's List if they have completed at least 12 credits over one to three terms (including summer) in which a cumulative grade point average of 3.500 or above is achieved.

Commencement

For participation in Commencement, students must meet the requirements for graduation by Commencement day, or be within two courses (including internships, externships, clinicals, student teaching, or practica) of completing requirements and enrolled in the subsequent summer session(s) or semester at Sage. Students with up to two courses worth of Incomplete and/or Research in Progress grades from the semester prior to Commencement day are normally eligible to participate in Commencement but are not eligible for degree conferral.

The Academic Dean will consider petitions for exceptions to the above regulations, but they will be granted for only the most compelling reasons. The Dean will routinely report the reasons for any exceptions made to the Academic Standards Committee.

- Policy on Graduation & Degree Conferral
- Commencement information on Sage.edu

Graduation/Degree Conferral

Russell Sage College confers bachelor's degrees three times each year: in August, December, and May. However, a commencement ceremony is held only in May. Students become candidates for degree conferral upon the filing of a completed "Graduation Application" with the Registrar's Office.

The graduation application can be found in **Self Service** using the **Graduation Overview** module. The application filing deadlines are:

- **February 15** for May degree conferral
- **June 1** for August degree conferral
- **October 1** for December degree conferral

Candidates for graduation in May of a calendar year may participate in the May Commencement ceremonies. Candidates for graduation in August or December may participate in the May Commencement ceremonies following degree completion. Those who have completed all requirements for the degree will receive their diplomas and be identified as graduates. A student may participate in Commencement ceremonies only once in connection with completion of a particular degree.

- Policy on Commencement Eligibility

For conferral of the Bachelor's Degree in May, August, or December, students must have met all degree requirements by the end of the semester or summer session preceding degree conferral date. Students enrolled in internships, externships, clinicals, student teaching, practica, or courses at another institution which are scheduled to end within one month after conferral date must supply the Registrar's Office with documentation of satisfactory progress (a letter from the instructor on the college's letterhead indicating an average of C- or better) to be eligible for degree conferral and receipt of a final transcript.

Graduation Requirements

The ultimate responsibility for fulfilling graduation requirements rests with the individual student. Undergraduate students should regularly review their academic information with their faculty advisors to make certain that requirements for degrees are being met. Students become candidates for degree conferral upon the filing of a completed Graduation Application with the Registrar's Office. Students can track their graduation progress using My Progress in Student Planning.

See the Graduation & Degree Conferral page for more information including graduation application due dates. Latin Honors: see Latin Honors page for more information on criteria.

- Cumulative GPA: 2.000 or higher is required (minimum). *****Note: some major programs require a higher cumulative GPA. See specific program pages for more information
- Total Credits Required: 120 completed credits (minimum) are required for the baccalaureate

degree. *****Note: some major programs require more than 120 credits. See specific program pages for more information
- Residency Credit Policy: completion of 45 Sage undergraduate institutional credits (minimum); 30 of the last 45 credit hours must be completed as Sage institutional credits
- General Education: Students must satisfy all General Education requirements. *****Note: Second degree bachelor's students are exempt from general education requirements
- Honors Program graduation requirements
- Major Requirements: in order to earn a bachelor's degree, students must successfully complete a major program of study
    - GPA in Major: 2.200 or higher (minimum) is required for all courses required in major, including required support courses. *****Note: some major programs require a higher major GPA. See specific program pages for more information
    - Students must complete at least one half of the major requirements at Sage (as Sage institutional credits). *****Note: for transfer students this may mean taking additional courses in the major department to ensure 1/2 of major is completed at Sage
    - The determination of standards of performance acceptable for continuance in a major is the responsibility of the appropriate academic department and the Dean of the College
- Minor Requirements: see the individual minor program pages
- Liberal Arts & Sciences Requirement: in order to earn a bachelor's degree students must successfully complete liberal arts & sciences courses
    - Bachelor of Arts degree (**BA**) must include a minimum of 90 credit hours in the liberal arts and sciences
    - Bachelor of Science degree (**BS**) must include a minimum of 60 credit hours in the liberal arts and sciences
    - Bachelor of Business Administration (**BBA**) must include a minimum of 30 credit hours in the liberal arts and sciences
    - Bachelor of Fine Arts degree (**BFA**) must include a minimum of 30 credit hours in the liberal arts and sciences
    - Bachelor of Professional Studies degree (BPS) must include a minimum of 30 credit hours in the liberal arts and sciences

Second Bachelor's Degree

A maximum of 75 previously completed credit hours is applicable toward the baccalaureate degree at Russell Sage College. Second degree students must complete a minimum of 45 new institutional credit hours at Russell Sage College, including at least one-half the major field requirement. A second bachelor's degree may not be permitted when there is substantial course overlap between the first degree and the second degree.

Second degree students possessing an undergraduate degree from an accredited college or university in the United States are exempt from all general education requirements. Those holding bachelor's degree from international institutions may appeal to the Academic Dean for a waiver of all or a portion of general education requirements.

Honor Societies

The 176th chapter of the **Phi Kappa Phi National Honor Society** was installed at Sage in 1975. Students in any major may be elected to the society in the spring term of the junior or senior year. To be eligible for election, juniors must rank in the upper 2 to 3 percent and seniors in the upper 10 percent of their class, with a cumulative average of 3.500 or better.

For outstanding work in the individual disciplines, students may also be elected to national honor societies represented by:

Alpha Kappa Delta in sociology
Alpha Psi Omega in drama
Beta Beta Beta in biology
Phi Alpha Theta in history
Psi Chi in psychology
Sigma Tau Delta in English
Sigma Theta Tau in nursing

Latin Honors & Departmental Honors

Latin Honors

Students must have completed at least 45 credit hours at Sage above the 100-level and earn a cumulative GPA of at least 3.500 for all Sage credits. The baccalaureate degree graduation Latin honors is awarded as follows:

• **Cum Laude:** Sage cumulative GPA between 3.500 and 3.699
• **Magna Cum Laude:** Sage cumulative GPA of 3.700 to 3.899
• **Summa Cum Laude:** Sage cumulative GPA 3.900 or higher

Departmental Honors

Project Honors: Departments may invite majors to undertake work in the senior year for a minimum of three and a maximum of six credits. Upon satisfactory completion of this work and of an oral examination, these students are awarded Project Honors. There is no GPA restriction on eligibility for project honors work.

Program Honors: Students who have attained a high degree of excellence in the work of their respective major subjects, and who have in addition satisfied the requirements prescribed by the department concerned, are awarded program honors. The GPA requirement for program honors is 3.500 based on all required courses for a major program, including support courses, completed at Sage. *A notation of Program Honors will be recorded on the permanent transcript.

Students may be awarded both project honors and program honors if both requirements have been satisfied.

Valedictorian and Salutatorian

The designation of valedictorian and salutatorian for undergraduate students is applied to students who have completed a minimum of 45 credits above the 100-level at Sage and hold the highest cumulative GPAs, first to be awarded valedictorian and second to be awarded salutatorian status. If there is a tie, the designation is awarded to the students who have completed the most credits at the Sage.

In early January, the College analyzes transcripts to determine valedictorian and salutatorian for the upcoming May commencement ceremony. Along with potential May graduates, recent August graduates and recent December graduates will be considered. The final semester for May graduates will not be considered.

Academic Services

Academic Advising

Russell Sage College provides academic and course planning assistance to students through a faculty-based advising system. Students work closely with faculty advisors (professors from their major department) to create an educational plan to ensure that their academic and career goals and needs are met. Faculty advisors are experienced in assisting students with academic decisions, support services, internships, and career decision-making.

Advising Guides & Forms - STUDENTS • *Sage user id required*	**Advising Guides & Forms** - FACULTY • *Sage user id required*

I. Office of Academic Advising

Provide academic advising guidance, support, information, and timely communication to students and faculty advisors to enhance student success, retention, persistence, and degree completion.
1. The Office of Academic Advising is primary resource on College policies, procedures, curriculum offerings, graduation planning, timelines, and deadlines.
2. Promote proactive student educational planning and utilization of Self Service academic tools.

II. Role of the Faculty Advisor

Academic advising is an essential service and is a form of teaching. Faculty advisors are experienced in assisting students with academic decisions, support services, internships, and career decision-making.
1. Assist students with understanding degree

requirements and proactive course planning that reflects realistic and achievable objectives.
2. Help their advisee understand College policies and procedures.
3. Explain options and encourage use of campus/ support services.
4. Provide students with opportunities that will strengthen their educational objectives.
5. Present information about related career fields, positions, and trends.

III. Student Responsibilities
The student is ultimately responsible for insuring that all degree requirements have been fulfilled.
1. Learn college policies and degree requirements as outlined in the College Catalog and the Student Handbook
2. Discuss with your faculty advisor your academic goals, plans, and progress.
3. Review academic information and course schedule in preparation for meeting with your faculty advisor.
4. Ensure that all degree requirements and necessary paperwork are completed.
5. Make your academics a priority; consult regularly with your faculty advisor and make note of important academic timelines.

academicadvising@sage.edu | sage.edu/advising

Academic Support Center
The Academic Support Centers are committed to helping undergraduate students develop the skills they need to become independent and successful learners. The Centers on both campuses offer individual consultations with academic support staff, tutoring, writing specialists, and workshops on test preparation, time management, and other study skills.

Collegiate Science and Technology Entry Program (CSTEP)
The Collegiate Science and Technology Entry Program at Sage is a grant-funded program sponsored by the New York State Department of Education to support talented underrepresented and economically disadvantaged students pursuing science, technology, engineering and mathematics (STEM) majors and licensed health professional careers. CSTEP offers academic workshops and seminars, academic support and enrichment, career planning workshops, support in finding research or internship experience in STEM content areas, and numerous other opportunities critical to student success.

Higher Education Opportunity Program (HEOP)
The Arthur O. Eve Higher Education Opportunity Program (HEOP) is designed to provide comprehensive support services to talented and motivated students who, despite academic and economic disadvantages in their backgrounds, have the potential to earn a Sage degree. Our program includes a summer institute (prior to the first year of study - required for all students in the HEOP program who enter as first year students), as well as academics assessments and study skills workshops, tutorial services, financial support and counseling for academic, social, career, and personal concerns. The HEOP program is located in the third floor of the Shea Learning Center in Troy and the third floor of the library at Albany.

To apply for the HEOP program, students must be residents of New York state; possess a New York state high school diploma or equivalent; and meet academic and financial criteria set by the College and the New York State Education Department. Transfer students can also take advantage of the HEOP program at Sage if they have previously been enrolled in an approved HEOP, EOP, SEEK, or College Discovery Program.

Libraries
Libraries on both the Albany and Troy campuses serve all students. The collections, hours, services and policies reflect usage by a diverse student body of full-and part-time students enrolled in a range of programs from undergraduate through doctoral degree levels.

The two Libraries' combined holdings include more than 170,000 volumes of books, serials and microforms, and more than 4,300 media items. Electronic resources, which are available to both on

campus and off-campus users include more than 64,000 unique journal titles, nearly 150,000 multidisciplinary e-books and more than a hundred research databases. Other collections include the College Archives and Special Collections (Troy), the Helen L. Verschoor Fine Arts Collection (Albany), and the Carol Ann Donohue Memorial Collection of 20th century English language poetry (Troy).

The Libraries actively collect materials to support all programs and maintain particular strengths in women's studies, fine art, nursing and allied health, education, and physical and occupational therapy. Direct loan of library materials is available to students, faculty, administrators, staff, alumni, and retirees, and to holders of valid library cards issued by the Capital District Library Council's Direct Access Program. The Russell Sage College Libraries are active in regional and national library resource-sharing networks, thereby expanding materials available to students and faculty working in virtually any discipline. Interlibrary loan traffic flows electronically through RSC's ILLiad system, dramatically shrinking turnaround time for requests.

The Libraries on both campuses are fully wireless and equipped with networked computer stations, providing access to various online library catalogs and an array of research databases. Librarians are available at the reference desk or through phone, e-mail or live "chat" to answer questions and provide assistance in the use of the varied information resources and services. The Libraries participate in a group of Upstate NY libraries that offer Ask Us 24/7, an online research/reference chat service. Through this service, RSC students have access to reference help any time of day or night with another RSC Librarian or an off-site librarian from the consortium.

Individual and group library orientations are arranged through the reference librarians. Information literacy sessions, tailored to specific disciplines, are available in-class, inside the Libraries, or online. Faculty may schedule these specialized classes with the librarian who serves as the liaison to their department.

For complete details on the services and resources of the Libraries, visit the Libraries web page https://library.sage.edu.

Admission

For information on Admission Procedures and Deadlines contact:
admission@sage.edu or 518-244-2000
www.admission.sage.edu |
APPLY: https://www.sage.edu/admission/apply/

ALBANY Russell Sage College Office of Admission 140 New Scotland Ave., Albany, NY 12208 518-292-1730; 518-292-1912 (fax)	**TROY** Russell Sage College Office of Admission 65 First Street, Troy, NY 12180 518-244-2217; 518-244-6880 (fax)

Send Official Transcripts to:
Russell Sage College
Office of Admission
65 First Street, NY 12208
Or by email: admission@sage.edu

- Transfer of Credits

Admission Status

Code	Description
First-time or **First-Year Student (FF)**	If the college credit or postsecondary award was earned *prior* to the student graduating high school, then the student is considered a first-time student. The definition of "first-time" is used if the college credit earned was prior to their high school graduation and includes a student who entered with advanced standing, dual enrollment credits, or who completed a GED and never attended college. In addition, students are also classified as first-time if the college credit they have previously earned occurred in the summer immediately prior to enrollment/matriculation.
Transfer Student (TR)	A student entering as an undergraduate student for the first time and who has previously attended another undergraduate post-secondary institution. The student may or may not transfer credits.
	Source: https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=3

First-Year Students

First-time freshman students must submit:

- A completed Application (online or Common Application);
- An official high school transcript or an official copy of a GED score;

- A letter of recommendation from a teacher or guidance counselor;
- A written essay (minimum of 250 words);
- Submission of standardized tests is optional (unless required for admission to an externally-linked academic program)
- Art portfolio for all BFA applicants.

It is recommended that an applicant submit a list of extracurricular activities that provide additional relevant information that is not covered on the application and other supporting documents.

Transfer Students

Transfer students must submit:

- A completed Application (online or Common Application);
- An official high school transcript or an official copy of a GED score (if fewer than 24 credits have been earned);
- An official transcript from EACH post-secondary institution attended since high school;
- A written essay (minimum of 250 words)
- Art portfolio for all BFA applicants.
- Transfer of Credits

International Students

International students must submit all pertinent information to The Sage Colleges and meet the individual admissions criteria established for that program. Contact the Office of Admission for more information (http://www.sage.edu/admission). Applicants will complete the following steps:

- Submit a completed application (online or Common Application)
- Submit high school/secondary school records (translated to English, if necessary)
- Submit official documentation (transcripts and/or leaving certificate) from the secondary schools and all universities or colleges the student attended should be sent directly from the institution (s) to the Office of Admission. All applicants must submit proof of graduation from their secondary school.
    - Certified translations must be provided for documents supplied in a language other than English.
    - All transcripts submitted become the property of Sage and will not be returned to the applicant. Course Descriptions must be provided in addition to any university or college transcripts (in English).
    - Transcripts: a certified course-by-course evaluation of foreign credentials is recommended. Note: a certified course-by-course evaluation of foreign credentials is required when the previous college level instruction was not in English.
      Visit naces.org or aice-eval.org for a list of approved evaluation services
- Submit a completed Student Financial Statement (undergraduate or graduate) with other application materials. The Student Financial Statement, along with supporting bank documents, and the acceptance and enrollment deposit, are required before The Sage Colleges can issue the I-20 form necessary to secure a student visa. *Note: Financial assistance is not available to international students.*
- If native language is not English; submit one of the following:
    - Results from the Test of English as a Foreign Language (TOEFL). A score of 80 or higher on the TOEFL iBT is recommended.
    - Results from the SAT Reading & Writing. A score of 530 or higher is recommended.
    - A transcript from an English Language School (ELS) documenting fluency.

Admission Options

Regular Admission

Applications are processed on a rolling basis each year and continuing through the following summer. Admission decisions for regular decision applicants will be communicated after March 1st. Any applications completed after that date will be reviewed on a rolling basis. Application and supporting materials should be submitted by August 1 for fall term and December 15 for the spring term. Students are welcome to begin their studies at Russell Sage College in either fall or spring terms.

Russell Sage College subscribes to the Candidate's Common Reply Date and accepted first-year students are required to notify the college of their decision to attend by submitting the appropriate enrollment deposit, postmarked on or before May 1.

Accepted candidates who matriculate must have their secondary school send the official end-of-year transcript indicating graduation date and final grades received. If the end-of-year credentials are not commensurate with those on which the original decision was based, the college reserves the right to review the original decision.

Early Action for First Year Freshman Students

Applicants who have carefully considered their educational opportunities for college and would like to have their admission decisions early may choose to apply under the Early Action Plan. The application deadline for consideration under the Early Action Plan is as follows: Early Action I-December 1, with notification by December 15; and Early Action II-February 1 with notification by March 1. Those offered admission are able to start the application process for scholarships and financial assistance earlier than other applicants.

Early Admission for First Year Freshman Students

Academically advanced students who have completed their junior year of high school and meet criteria for admission may be able to earn their first year of college credit while simultaneously completing their senior year of high school. Written approval of their high school counselor or principal is required. Early admission candidates are required to have an interview with the Director of Admission and follow the application procedures described above. Students without a high school diploma are not eligible for state and federal financial aid.

Deferred Admission

Offers of admission can be deferred for one calendar year if circumstances cause students to delay the start of their studies at Russell Sage College. Students desiring to defer their admission must notify the appropriate Office of Admission by August 1 or January 1. Attendance at any other post-secondary institution (college, university, technical, proprietary school, etc.) during the deferral period cancels the deferment and requires that students submit a new application and official college transcripts.

Second Bachelor's Degree

A maximum of 75 previously completed credit hours is applicable toward the baccalaureate degree at Russell Sage College. Second degree students must complete a minimum of 45 new institutional credit hours at Russell Sage College, including at least one-half the major field requirement. A second bachelor's degree may not be permitted when there is substantial course overlap between the first degree and the second degree.

Second degree students possessing an undergraduate degree from an accredited college or university in the United States are exempt from all general education requirements. Those holding bachelor's degree from international institutions may appeal to the Academic Dean for a waiver of all or a portion of general education requirements.

Fresh Start Program

A student whose last semester of attendance at RSC was four or more years ago, has not completed a degree program, and who wants to return (re-admission), is eligible to have those RSC credits treated as transfer credits. If this option is selected, only those courses in which the student received a grade of C- or better will be counted toward the graduation credit. It is up to the student to weigh the benefits of this option against possible additional coursework that would be required for graduation.

The decision to declare a "Fresh Start" must be made to the Registrar upon the recommendation of the Office of Academic Advising (academicadvising@sage.edu) by the end of the student's first semester of re-enrollment and can be claimed no more than once in a student's career at Russell Sage College.

- Upon re-enrolling, students are newly matriculated under the current catalog in effect at the time of re-enrollment
- Per the federal financial aid satisfactory academic progress policy, original grades and credits will be used to determine financial aid eligibility

Re-enrollment/Re-admission

Former matriculated students who have been away from Sage for one or more terms due to student withdrawal or administrative withdrawal (inactive student status) should contact the Office of Admission, admission@sage.edu, for the re-admission/re-enrollment application procedures. If

any post-secondary institutions (college, university, technical, proprietary school, etc.) were attended while the student was away from Russell Sage College, official transcripts must be forwarded to the Registrar's Office.

- Re-enrollment Application (online form, no fee)
- Upon re-enrolling, students are newly matriculated under the current Catalog in effect at the time of re-enrollment
- The Fresh Start program allows re-enrolling students to have their Russell Sage College credits treated as "transfer credits". Only those courses in which the student received a grade of C- or better will be counted toward the graduation. Note: per the federal financial aid satisfactory academic progress policy, original grades and credits will be used to determine financial aid eligibility)

Campus Policies

Campus and Community Resources

Students and employees of Russell Sage College who have concerns about alcohol and/or drugs for themselves or others, can contact any number of resources on campus and in the community for confidential help.

On Campus
Wellness Center

The Wellness Centers provide assessments and interventions, short-term counseling, referrals, consultations, educational programs, literature, and peer education.

- Troy Campus: Kellas Hall, (518) 244-2261, troywellnesscenter@sage.edu
- Albany Campus: Kahl Campus Center, (518) 292-1917, albanywellnesscenter@sage.edu

CARE Team & CARE Reports

The vision of the CARE Team is to provide a safe and supportive learning environment while assisting in intervening with someone before their behaviors reach a critical level. Including, provide consultation and support to faculty, staff, administration and students in assisting individuals who display concerning or disruptive behaviors.

- Sage uses an online referral form that all community members can utilize to refer troubling or concerning behavior. This referral will go to the CARE Team for discussion and referral.

- General concerns about a student that do not rise to the level of a CARE report, or any questions about the CARE Team, can be referred to the Dean of Students' office at 518-244-2207 or deanofstudents@sage.edu.

Beacon Alerts

- To record student academic concerns course instructors may submit a Beacon Alert. Notifications submitted in the Beacon program instantly creates a Beacon Alert (or flag). This Alert enables a proactive response by the Student Success staff team (studentsuccess@sage.edu).
- Login to passport.sage.edu – go to the Beacon app. See the Beacon handout (PDF) for more information.

Off Campus
Employee Services (Employee Assistance Program), 1-800-252-4555 | www.higheredeap.com

- Provides free, confidential, professional assistance to any Sage employee and/or family member.

Community & Self Help Resources
(518 area code)

Equinox, Albany	518 434-6135
Hope House, Albany	518 427-8207
St. Peters Addiction & Recovery Center, Albany	518 458-8888
Conifer Park, Troy	518 274-5143
Hudson Mohawk Recovery Center, Troy	518 272-3918
Rensselaer County Substance Abuse Services, Troy	518 270-2800
Alcoholism Council of Schenectady	518 346-4436
Alcoholics Anonymous	518 463-0906
Narcotics Anonymous	800 559-9503
Al-Anon/Adult Children	518 477-4476

Campus Crime Statistics

Russell Sage College has two very safe campuses, as reflected in the security and fire safety reports available on Sage.edu (Office of Public Safety). Crime statistics are reported on a calendar year basis, rather than by academic year, and that the Department of Education now mandates the reporting of some criminal activity occurring off campus, as well as the activity occurring on campus.

There are four categories for location of criminal activity, defined as follows:

"Campus" means any building or property controlled by an institution of higher education within the same reasonably contiguous geographic area of the institution and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls and, property within the same reasonably contiguous geographic area of the institution that is owned by the institution but controlled by another person, is used by students, and supports institutional purposes (such as a food or other retail vendor).

"Non-Campus Building or Property" means any building or property controlled by a student organization recognized by the institution, and any building or property (other than a branch campus) owned or controlled by an institution of higher education that is used in direct support of, or in relation to, the institution's educational purposes, is used by students, and is not within the same reasonably contiguous geographic area of the institution.

"Public Property" means all public property, all public property that is within the same reasonably contiguous geographic area of the institution, such as a sidewalk, a street, other thoroughfare, or parking facility, and is adjacent to a facility owned or controlled by the institution if the facility is used by the institution in direct support of, or in a manner related to the institution's educational purposes.

"Residence Hall" means residential facilities for students on campus

Discrimination and Harassment Policy & Procedure For Students and Employees

Reporting

Acts of discrimination & harassment, including sex/gender based offenses (sexual harassment, sexual assault, dating violence, domestic violence, and stalking) can be reported using the Online Reporting Form or by contacting the Title IX Coordinator.

Amanda Bastiani
Title IX Coordinator
Russell Sage College, 65 First Street, Troy, NY 12180
(518) 244-4809 | bastia@sage.edu | titleix@sage.edu
sage.edu/student-life/cultural-enrichment-diversity/title-ix/

Policy on Non-Discrimination and Harassment

In compliance with applicable federal, state and local laws, Russell Sage College ("RSC") does not discriminate on the basis of race, color, gender, gender characteristics and expression, sex, sexual orientation, age, religion, actual or perceived national origin, citizenship or immigration status, actual or perceived gender identity, familial status, pregnancy, marital status, military or veteran status, physical or mental disability, status as a victim of a sexual assault, relationship violence, and/or stalking, genetic predisposition and carrier status, previous convictions as specified by law, or any other characteristics protected by applicable law (the "Protected Characteristics"), in any aspect of its admissions or financial aid programs, educational programs and related activities, or with respect to employment and advancement in employment. RSC is committed to providing a work and learning environment that is free from discrimination and harassment by anyone based on an individual's Protected Characteristics, or because the individual has engaged in activity protected by federal or state laws prohibiting discrimination.

Sexual harassment is a form of discrimination that subjects an individual to inferior conditions of employment or education due to their gender, gender identity, gender expression (perceived or

actual), and/or sexual orientation. Sexual harassment is often viewed simply as a form of gender- based discrimination, but recognizes that discrimination can be related to or affected by other identities beyond gender. Under the New York State Human Rights Law, it is illegal to discriminate based on sex, sexual orientation, gender identity or expression, age, race, creed, color, national origin, military status, disability, predisposing genetic characteristics, familial status, marital status, criminal history, or status as a victim of domestic violence. Our different identities impact our understanding of the world and how others perceive us. For example, an individual's race, ability, or immigration status may impact their experience with gender discrimination in the workplace.

The purpose of this policy is to teach employees and students to recognize discrimination, including discrimination due to an individual's intersecting identities, and provide the tools to take action when it occurs. All employees, managers, and supervisors are required to work in a manner designed to prevent sexual harassment and discrimination at RSC. This policy is one component of RSC's commitment to a discrimination-free environment.

The Title IX Coordinator/EEO Specialist and the Director of Human Resources have been designated by RSC to coordinate its efforts to comply with applicable nondiscrimination laws and regulations. Questions or concerns regarding the scope and application of RSC's Discrimination and Harassment Policy & Procedure For Students and Employees (the "Policy") should be directed to the Title IX Coordinator/EEO Specialist, Amanda Bastiani, 518-244-4809, titleix@sage.edu (students), or to the Director of Human Resources, Brian Evers, 518-244-2391, hr@sage.edu (employees).

The Director of Accessibility Services is the individual designated by RSC to coordinate its efforts to comply with reasonable accommodation obligations towards qualified individuals with disabilities. Questions or concerns regarding reasonable accommodation of individuals with disabilities should be directed to RSC Section 504 Compliance Officer, Director of Accessibility Services, Third Floor of the Albany Library and Hart Hall, RSC 518-292-8624, 518-244-2208, accessibility_services@sage.edu.

NOTE: If a Formal Complaint is filed that alleges conduct that could constitute Title IX Sexual Harassment, as defined under the Title IX Grievance Procedure the Title IX Grievance Procedure will apply, and this Complaint, Investigation, and Disciplinary Procedure DOES NOT apply. However, if the Formal Title IX Complaint is dismissed, RSC may still choose to investigate the alleged discrimination or harassment under this policy, if RSC determines that the alleged discrimination or harassment may potentially violate this policy.

NOTE: If a complaint alleges conduct that could constitute a Sexual Offense, as defined under the Sexual Offense Policy, the Investigation and Disciplinary Procedures for Sexual Offense Cases Handled Outside of the Title IX Grievance Procedure will apply, and this Complaint, Investigation, and Disciplinary Procedure DOES NOT apply. However, if the Sexual Offense investigation is dismissed, RSC may still choose to investigate the alleged discrimination or harassment under this policy, if RSC determines that the alleged discrimination or harassment may potentially violate this policy.

Goals of this Policy

Sexual harassment and discrimination are against the law. After reading this policy, employees, students, and covered individuals will understand their right to a campus free from harassment. Employees, students, and covered individuals will also learn what harassment and discrimination look like, what actions they can take to prevent and report harassment, and how they are protected from retaliation after taking action. The policy will also explain the investigation process into any claims of harassment. Employees, students, and covered individuals are encouraged to report sexual harassment or discrimination by filing a complaint internally with RSC. Employees, students, and covered individuals can also file a complaint with a government agency or in court under federal, state, or local anti discrimination laws. To file a complaint with the New York State Division of Human Rights, please visit https://dhr.ny.gov/complaint. To file an employment complaint with the United States Equal Employment Opportunity Commission, please visit https://www.eeoc.gov/filing-charge-discrimination.

Sexual Harassment and Discrimination Prevention Policy

1. This policy applies to all employees, applicants for employment, interns, whether paid or unpaid, contractors and persons conducting business, regardless of immigration status, with RSC. In the remainder of this document, the term “employees” refers to this collective group. This policy also applies to students. The policy also applies to anyone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or anyone providing services in our workplace, including independent contractors, gig workers, temporary workers, and persons providing equipment repair, cleaning services, or any other services through a contract with RSC. For the remainder of this policy, we will use the term “covered individual” to refer to these individuals who are not direct employees of RSC.
2. Sexual harassment is unacceptable. Any employee, student, or covered individual who engages in sexual harassment, discrimination, or retaliation will be subject to action, including appropriate discipline for employees and students. In New York, harassment does not need to be severe or pervasive to be illegal. Employees, students, and covered individuals should not feel discouraged from reporting harassment because they do not believe it is bad enough, or conversely because they do not want to see a colleague fired over less severe behavior. Just as harassment can happen in different degrees, potential discipline for engaging in sexual harassment will depend on the degree of harassment and might include education and counseling. It may lead to suspension or termination when appropriate.
3. Retaliation is prohibited. Any employee, student, or covered individual that reports an incident of sexual harassment or discrimination, provides information, or otherwise assists in any investigation of a sexual harassment or discrimination complaint is protected from retaliation. No one should fear reporting sexual harassment if they believe it has occurred. So long as a person reasonably believes that they have witnessed or experienced such behavior, they are protected from retaliation. Any employee or student of RSC who retaliates against anyone involved in a sexual harassment or discrimination investigation will face disciplinary action, up to and including termination. All employees, students, and covered individuals working in the workplace who believe they have been subject to such retaliation should inform a supervisor, manager, the Title IX Coordinator/ EEO Specialist, or Director of Human Resources. All employees, students and covered individuals who believe they have been a target of such retaliation may also seek relief from government agencies, as explained below in the section on Legal Protections.
4. Discrimination of any kind, including sexual harassment, is a violation of our policies, is unlawful, and may subject RSC to liability for the harm experienced by targets of discrimination. Harassers may also be individually subject to liability and employers or supervisors who fail to report or act on harassment may be liable for aiding and abetting such behavior. Employees at every level who engage in harassment or discrimination, including managers and supervisors who engage in harassment or discrimination or who allow such behavior to continue, will be penalized for such misconduct. Students who engage in harassment or discrimination will also be penalized for this behavior.
5. RSC will conduct a prompt and thorough investigation that is fair to all parties. An investigation will happen whenever management receives a complaint about discrimination or sexual harassment, or when it otherwise knows of possible discrimination or sexual harassment occurring. RSC will keep the investigation confidential to the extent possible. If an investigation ends with the finding that discrimination or sexual harassment occurred, RSC will act as required. In addition to any required discipline, RSC will also take steps to ensure a safe work or educational environment for the employee(s) or student(s) who experienced the discrimination or harassment. All employees, including managers and supervisors, are required to cooperate with any internal investigation of discrimination or sexual harassment.
6. All employees, students and covered individuals are encouraged to report any harassment or behaviors that violate this policy. All employees and students will have access to a complaint form to report harassment and file complaints.

Use of this form is not required. For anyone who would rather make a complaint verbally, or by email, these complaints will be treated with equal priority. An employee, student, or covered individual who prefers not to report harassment to RSC may instead report harassment to the New York State Division of Human Rights and/or the United States Equal Employment Opportunity Commission. Complaints may be made to both RSC and a government agency. Managers and supervisors are required to report any complaint that they receive, or any harassment that they observe or become aware of, to the Title IX Coordinator/ EEO Specialist or the Director of Human Resources.

7. This policy applies to all employees, students, and covered individuals, such as contractors, subcontractors, vendors, consultants, or anyone providing services in the workplace, and all must follow and uphold this policy. This policy must be provided to all employees in person or digitally through email upon hiring and will be posted prominently in all work locations. For those offices operating remotely, in addition to sending the policy through email, it will also be available on the organization's shared network.

What Is Prohibited Harassment?

Prohibited harassment is a form of discrimination that is unlawful under federal, state, and (where applicable) local law and is unacceptable. Prohibited harassment does not need to be severe or pervasive to be illegal. It can be any harassing behavior that rises above petty slights or trivial inconveniences. The New York State Human Rights Law specifies that whether harassing conduct is considered petty or trivial is to be viewed from the standpoint of a reasonable victim of discrimination with the same protected characteristics.

In general, harassment can consist of spoken, written, and/or electronically transmitted words, signs, jokes, pranks, intimidation, or physical violence based on the protected characteristics of an employee or student, which alters the work or educational environment of that employee or student. While the most well-known type of prohibited harassment is sexual harassment, applicable laws and/or this policy also prohibit harassment based on any of the Protected Characteristics. In addition, retaliatory harassment resulting from an individual's protected activity (i.e., opposition to prohibited discrimination or participation in a statutory complaint process) is also prohibited.

Discrimination and harassment are prohibited on RSC campuses. Harassment of students who are working or studying outside the campus proper is prohibited as well. RSC is committed to preventing and correcting all such harassment, not just harassment which is severe or pervasive enough to provide the basis for a claim under federal or state law.

What is Sexual Harassment?

RSC is committed to maintaining a campus free from sexual harassment. Sexual harassment is a form of gender-based discrimination that is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, self- identified or perceived sex, gender expression, gender identity, and the status of being transgender. Sexual harassment is not limited to sexual contact, touching, or expressions of a sexually suggestive nature. Sexual harassment includes all forms of gender discrimination including gender role stereotyping and treating employees, students, or covered individuals differently because of their gender.

Understanding gender diversity is essential to recognizing sexual harassment because discrimination based on sex stereotypes, gender expression and perceived identity are all forms of sexual harassment. The gender spectrum is nuanced, but the three most common ways people identify are cisgender, transgender, and non-binary. A cisgender person is someone whose gender aligns with the sex they were assigned at birth. Generally, this gender will align with the binary of male or female. A transgender person is someone whose gender is different from the sex they were assigned at birth. A non-binary person does not identify exclusively as a man or a woman. They might identify as both, somewhere in between, or completely outside the gender binary. Some may identify as transgender, but not all do. Respecting an

individual's gender identity is a necessary first step in establishing a safe workplace or educational environment.

Sexual harassment is unlawful when it subjects an individual to inferior terms, conditions, or privileges of employment. Harassment does not need to be severe or pervasive to be illegal. It can be any harassing behavior that rises above petty slights or trivial inconveniences. Every instance of harassment is unique to those experiencing it, and there is no single boundary between petty slights and harassing behavior. However, the Human Rights Law specifies that whether harassing conduct is considered petty or trivial is to be viewed from the standpoint of a reasonable victim of discrimination with the same protected characteristics. Generally, any behavior in which an employee, student or covered individual is treated worse because of their gender (perceived or actual), sexual orientation, or gender expression is considered a violation of the RSC's policy. The intent of the behavior, for example, making a joke, does not neutralize a harassment claim. Not intending to harass is not a defense. The impact of the behavior on a person is what counts.

Sexual harassment includes unwelcome conduct which is either directed at an individual because of that individual's gender identity or expression (perceived or actual), or is of a sexual nature, when:

- The purpose or effect of this behavior unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive work or educational environment. The impacted person does not need to be the intended target of the sexual harassment;
- Employment or education depends implicitly or explicitly on accepting such unwelcome behavior; or
- Decisions regarding an individual's employment or education are based on an individual's acceptance to or rejection of such behavior. Such decisions for employees can include what shifts and how many hours an employee might work, project assignments, as well as salary and promotion decisions.

There are two main types of sexual harassment:

- Behaviors that contribute to a **hostile work or educational environment** include, but are not limited to, words, signs, jokes, pranks, intimidation, or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex, gender identity, or gender expression. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory, or discriminatory statements which an employee, student, or covered individual finds offensive or objectionable, causes the individual discomfort or humiliation, or interferes with the employee's job or educational performance.
- Sexual harassment also occurs when a person in authority tries to trade job benefits or educational benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions, or privileges of employment. This is also called **quid pro quo** harassment.

Any employee, student, or covered individual who feels harassed is encouraged to report the behavior so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be discrimination and is covered by this policy.

This Policy prohibits all forms of sexual harassment, regardless of whether the harassment may give rise to a legal claim under Title IX, Sexual Offense Policy, or state or federal law. Conduct that does not meet the definition of sexual harassment under Title IX may still be prohibited under RSC's Sexual Offense Policy or this Policy.

Examples of Sexual Harassment

The following describes some of the types of acts that may be unlawful sexual harassment and that are strictly prohibited. **This list is just a sample of behaviors and should not be considered exhaustive**. Any employee, student, or covered individual who believes they have experienced sexual harassment, even if it does not appear on this list, should feel encouraged to report it:

- Physical acts of a sexual nature, such as:
    - Rape, sexual battery, molestation, or attempts to commit these assaults; and

    - Intentional or unintentional physical conduct which is sexual in nature, such as touching, pinching, patting, kissing, hugging, grabbing, brushing against another employee's or student's body, or poking another employee's or student's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Requests for sexual favors;
    - Subtle or obvious pressure for unwelcome sexual activities;
    - Repeated requests for dates or romantic gestures, including gift giving;
- Sexually oriented gestures, noises, remarks, jokes, questions, or comments about a person's sexuality, sexual experience, or romantic history which create a hostile work environment. This is not limited to interactions in person. Remarks made over virtual platforms and in messaging apps when employees are working remotely or students are learning remotely can create a similarly hostile work environment;
- Sex stereotyping, which occurs when someone's conduct or personality traits are judged based on other people's ideas or perceptions about how individuals of a particular sex should act or look;
    - Remarks regarding an employee's or student's gender expression, such as wearing a garment typically associated with a different gender identity; or
    - Asking employees to take on traditionally gendered roles, such as asking a woman to serve meeting refreshments when it is not part of, or appropriate to, her job duties.
- Sexual or discriminatory displays or publications anywhere in the workplace or on RSC's premises, such as:
    - Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials, or other materials that are sexually demeaning, pornographic.
    - This also extends to the virtual or remote workspace and can include having such materials visible in the background of one's home during a virtual meeting.
- Sexual exploitation occurs when an individual takes non-consensual, unfair, or abusive advantage of another for their own advantage, benefit, entertainment or profit. Examples include, but are not limited to:
    - Non-consensual photo or video taking or sharing, or audio taping of sexual activity or other intimate parts of another person without knowledge or consent.
    - Voyeurism is the intentional use or installation of an imaging device to surreptitiously view, broadcast or record a person dressing or undressing or the sexual or other intimate parts of such a person at a place and time when such person has a reasonable expectation of privacy, without such person's knowledge or consent.
    - The disrobing or exposure of another person without their consent.
- Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity, or gender expression, such as:
    - Interfering with, destroying, or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
    - Sabotaging an individual's work;
    - Bullying, yelling, or name-calling;
    - Intentional misuse of an individual's preferred pronouns;
    - Creating different expectations for individuals based on their perceived identities;
    - Dress codes that place more emphasis on women's attire.

Who Can be a Target of Sexual Harassment?

Sexual harassment can occur between any individuals, regardless of their sex or gender. Harassment does not have to be between members of the opposite sex or gender. New York Law protects employees, students, and all covered individuals described earlier in the policy. **Harassers can be anyone on campus**. A supervisor, a supervisee, or a coworker can all be harassers. Anyone else on campus can also be harassers including a student, an independent contractor, contract worker, vendor, client, customer, patient, constituent, or visitor.

Sexual harassment does not happen in a vacuum and discrimination can be impacted by biases and identities beyond an individual's gender. For example:

- Placing different demands or expectations on black female employees than white female employees can be both racial and gender discrimination;
- An individual's immigration status may lead to perceptions of vulnerability and increased concerns around illegal retaliation for reporting sexual harassment; or
- Past experiences as a survivor of domestic or sexual violence may lead an individual to feel re-traumatized by someone's behaviors in the workplace.

Individuals bring personal history with them to the workplace that might impact how they interact with certain behavior. It is especially important for all employees and students to be aware of how words or actions might impact someone with a different experience than their own in the interest of creating a safe and equitable workplace or educational environment.

A type of sexual harassment known as "quid pro quo" harassment occurs when a person in authority tries to trade job or academic benefits for sexual favors. This can include hiring, promotion, grading, scheduling, continued enrollment or employment, or any other terms, conditions or privileges of enrollment or employment. To avoid the potential for quid pro quo sexual harassment, it is the policy of RSC that no sexual relationship should exist between supervisor (or evaluator) and subordinate, including between student workers and their supervisors, or between teachers and students. If a sexual relationship develops in such a situation, the supervisory authority and/or responsibility for grading, evaluation, etc. should be promptly transferred to another individual.

Where Can Sexual Harassment Occur?

Unlawful sexual harassment is not limited to the physical workplace itself or to the RSC campus. It can occur while employees or students are traveling for business or at employer or industry sponsored events or parties. Calls, texts, emails, and social media usage by employees, students, or covered individuals can constitute unlawful harassment, even if they occur away from RSC's premises, on personal devices, or during non-work hours.

Sexual harassment can occur when employees are working remotely from home as well, or when students are taking remote classes. Any behaviors outlined above that leave an employee feeling uncomfortable, humiliated, or unable to meet their job requirements constitute harassment even if the employee, covered individual, or student is at home when the harassment occurs. Harassment can happen on virtual meeting platforms, in messaging apps, and after working hours between personal cell phones.

Prohibition of Retaliation

Retaliation is unlawful and is any action by an employer or supervisor that punishes an individual upon learning of a harassment claim, that seeks to discourage an employee, student or covered individual from making a formal complaint or supporting a sexual harassment or discrimination claim, or that punishes those who have come forward. These actions need not be job-related or occur in the workplace to constitute unlawful retaliation. For example, threats of physical violence outside of work hours or disparaging someone on social media would be covered as retaliation under this policy.

Examples of retaliation may include, but are not limited to:

- Demotion, termination, denying accommodations, reduced hours, or the assignment of less desirable shifts;
- Publicly releasing personnel files;
- Refusing to provide a reference or providing an unwarranted negative reference;
- Labeling an employee as "difficult" and excluding them from projects to avoid "drama";
- Undermining an individual's immigration status; or
- Reducing work responsibilities, passing over for a promotion, or moving an individual's desk to a less desirable office location.

Retaliation is unlawful under federal, state, and (where applicable) local law. The New York State

Human Rights Law protects any individual who has engaged in "protected activity." Protected activity occurs when a person has:

- Made a complaint of sexual harassment or discrimination, either internally or with any government agency;
- Testified or assisted in a proceeding involving sexual harassment or discrimination under the Human Rights Law or any other anti-discrimination law;
- Opposed sexual harassment or discrimination by making a verbal or informal complaint to management, or by simply informing a supervisor or manager of suspected harassment;
- Reported that another employee or student has been sexually harassed or discriminated against; or
- Encouraged a fellow employee or student to report harassment.

Even if the alleged harassment does not turn out to rise to the level of a violation of law, the individual is protected from retaliation if the person had a good faith belief that the practices were unlawful. However, the retaliation provision is not intended to protect persons making intentionally false charges of harassment.

RSC also prohibits retaliation against any individuals who engage in protected activity under the Violence Against Women Act, the Clery Act, Title VI, Title VII, Title IX, the New York Human Rights Law, the ADA, the Rehabilitation Act, the ADEA, and other federal and state civil rights laws.

Any employee or student who becomes aware of retaliation against a student or employee should contact the Title IX Coordinator/EEO Specialist, the Director of Human Resources, or other senior officer immediately.

Reporting Sexual Harassment

Everyone must work toward preventing sexual harassment, but leadership matters. Supervisors and managers have a special responsibility to make sure employees feel safe at work and that workplaces are free from harassment and discrimination. Any employee, student, or covered individual is encouraged to report harassing or discriminatory behavior to a supervisor, manager, the Title IX Coordinator/EEO Specialist, or Director of Human Resources. If, for some reason, an employee, student, or covered individual does not feel comfortable reporting discrimination or prohibited harassment to a supervisor, manager, the Title IX Coordinator/EEO Specialist, or Director of Human Resources, they may also report it to any senior officer of RSC. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior to a supervisor, manager, the Title IX Coordinator/EEO Specialist, or Director of Human Resources.

Reports of discrimination and harassment may be made verbally or in writing. A written complaint form is attached to this policy (as **Exhibit A**) if an employee, student, or covered individual would like to use it, but the complaint form is not required. Individuals who are reporting discrimination or harassment on behalf of others may use the complaint form and should note that it is on another's behalf. A verbal or otherwise written complaint (such as an email) on behalf of oneself or another is also acceptable.

Employees, students, and covered individuals who believe they have been a target of harassment may at any time seek assistance in additional available forums, as explained below in the section on Legal Protections.

Supervisory Responsibilities

Supervisors and managers have a responsibility to prevent sexual harassment and discrimination. All supervisors and managers who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing or discriminatory behavior, or for any reason suspect that sexual harassment or discrimination is occurring, are required to report such suspected sexual harassment to the Title IX Coordinator/EEO Specialist or Director of Human Resources.

Managers and supervisors should not be passive and wait for an employee to make a claim of harassment. If they observe such behavior, they must act.

Supervisors and managers can be disciplined if they engage in sexually harassing or discriminatory

behavior themselves. Supervisors and managers can also be disciplined for failing to report suspected sexual harassment or allowing sexual harassment to continue after they know about it.

Supervisors and managers will also be subject to discipline for engaging in any retaliation.

While supervisors and managers have a responsibility to report harassment and discrimination, supervisors and managers must be mindful of the impact that harassment and a subsequent investigation has on victims. Being identified as a possible victim of harassment and questioned about harassment and discrimination can be intimidating, uncomfortable and re-traumatizing for individuals. Supervisors and managers must accommodate the needs of individuals who have experienced harassment to ensure the workplace is safe, supportive, and free from retaliation for them during and after any investigation.

Bystander Intervention

Any employee or student witnessing harassment as a bystander is encouraged to report it. A supervisor or manager that is a bystander is **required** to report it. There are five standard methods of bystander intervention that can be used when anyone witnesses harassment or discrimination and wants to help.

1. A bystander can interrupt the harassment by engaging with the individual being harassed and distracting them from the harassing behavior;
2. A bystander who feels unsafe interrupting on their own can ask a third party to help intervene in the harassment;
3. A bystander can record or take notes on the harassment incident to benefit a future investigation;
4. A bystander might check in with the person who has been harassed after the incident, see how they are feeling and let them know the behavior was not OK; and
5. If a bystander feels safe, they can confront the harassers and name the behavior as inappropriate. When confronting harassment, physically assaulting an individual is never an appropriate response.

Though not exhaustive, and dependent on the circumstances, the guidelines above can serve as a brief guide of how to react when witnessing harassment on RSC's premises.

Complaints and Investigations of Discrimination, Harassment, and Retaliation

All complaints or information about discrimination, harassment, or retaliation will be investigated, whether that information was reported in verbal or written form. An investigation of any complaint, information, or knowledge of suspected discrimination, harassment, or retaliation will be prompt, thorough, and started and completed as soon as possible. The investigation will be kept confidential to the extent possible. All individuals involved, including those making a claim, witnesses, and alleged harassers deserve a fair and impartial investigation.

It is a fundamental responsibility of RSC faculty members and other employees to abide by and act in accord with RSC policy. RSC faculty members, other employees, and students may be required to cooperate in an investigation of suspected discrimination or prohibited harassment under this Policy as needed. Failure of an RSC faculty member or other employee to cooperate with an investigation under this Policy may lead to disciplinary action, up to and including termination or dismissal from RSC. RSC faculty members, other employees, and students who participate in an investigation will not be retaliated against. RSC will take disciplinary action against anyone engaging in retaliation against employees or students who file complaints, support another's complaint, or participate in harassment investigations.

RSC recognizes that participating in a harassment investigation can be uncomfortable and has the potential to retraumatize an employee or student. Those receiving claims and leading investigations will handle complaints and questions with sensitivity toward those participating.

While the process may vary from case to case, investigations will be done in accordance with the following steps.

1. *Intake with the Title IX Coordinator/EEO Specialist or designee*

When RSC becomes aware that discrimination or prohibited harassment may exist, the complaint will be referred to the Title IX Coordinator/EEO Specialist or designee.

- The Title IX Coordinator/EEO Specialist or designee contact the complainant (whether that is the alleged victim, the individual who filed an incident report, or an RSC representative).
- The Title IX Coordinator/EEO Specialist or designee will offer the complainant an opportunity to meet with the Title IX Coordinator/EEO Specialist to discuss the complaint.
- The Title IX Coordinator/EEO Specialist will offer interim measures to end or limit contact between the complainant or accuser and the accused. Interim measures may include: support services (victim advocacy, housing assistance, academic support, counseling, health and mental health services, legal assistance); changing work assignments and situations (for employees or student employees); changing living arrangements, course schedules, assignments, or test schedules (for students); providing increased monitoring, supervision, or security; and providing an escort. No complainant is required to take advantage of these interim measures, but RSC provides them in an effort to offer help and support. Such interim measures can be requested by contacting the Title IX Coordinator/EEO Specialist.
- The Title IX Coordinator/EEO Specialist will then make an initial assessment regarding (1) the validity of the complaint (e.g., does it contain erroneous information, failure to state a claim, mistaken identity, etc.); (2) whether the complaint falls within the scope of this Policy; and (3) whether the complaint must be handled under RSC's Title IX Grievance Procedure or Sexual Offense Policy, rather than this Policy.

If the alleged conduct may constitute sexual harassment under Title IX, the Title IX Coordinator/EEO Specialist will inform the complainant of their right to file a Formal Complaint under the Title IX Grievance Procedure. If a Formal Complaint is filed, the Title IX Grievance Procedure will apply, and this Complaint, Investigation, and Disciplinary Procedure **DOES NOT** apply. However, if the Formal Title IX Complaint is dismissed, RSC may still choose to investigate the alleged discrimination or harassment under this policy, if RSC determines that the alleged discrimination or harassment may potentially violate this policy.

- If a complaint alleges conduct that could constitute a Sexual Offense, as defined under the Sexual Offense Policy, but no Title IX Formal Complaint has been filed, the Investigation and Disciplinary Procedures for Sexual Offense Cases Handled Outside of the Title IX Grievance Procedure will apply, and this Complaint, Investigation, and Disciplinary Procedure **DOES NOT** apply.1 However, if the Sexual Offense investigation is dismissed, RSC may still choose to investigate the alleged discrimination or harassment under this policy, if RSC determines that the alleged discrimination or harassment may potentially violate this policy. Even if an employee or student victim chooses not to file a complaint with RSC, if RSC knows, or reasonably should know, about a suspected incident of discrimination or harassment, RSC will promptly investigate to determine what occurred and then take appropriate steps to resolve the situation.
- Unless the complaint is determined to be invalid, falls within the scope of RSC's Title IX Grievance Procedure or Sexual Offense Policy, the Title IX Coordinator/EEO Specialist, or their designee (who must be trained in discrimination and harassment, and this Policy), will promptly conduct a complete, thorough, and impartial investigation under this Policy.
- If the Title IX Coordinator/EEO Specialist or their adequately trained designee is involved in the alleged discrimination or harassment, the President will be responsible for choosing an adequately trained designee to conduct the investigation. If it would be inappropriate for the Title IX Coordinator/EEO Specialist or President to choose an adequately trained designee to conduct the investigation, then the Chair of the Board of Trustees will make this designation.

2. *Consent to Investigate*

If the Title IX Coordinator/EEO Specialist or designee determines an investigation is required, the Title IX

Coordinator/EEO Specialist or designee may seek consent from reporting individuals *prior* to conducting an investigation.

- If a reporting individual does not consent to the request to initiate an investigation and/or subsequently withdraws their complaint, the Title IX Coordinator/EEO Specialist or designee will determine, in their sole and complete discretion, whether to proceed with an investigation by weighing the complainant's request against RSC's obligation to provide a safe, nondiscriminatory environment for all members of its community. The Title IX Coordinator/EEO Specialist's or designee's decision to proceed with an investigation under this Policy is not subject to challenge.

Even if an employee or student victim never files a complaint with RSC, if RSC knows, or reasonably should know, about a suspected incident of discrimination or prohibited harassment, the Title IX Coordinator/EEO Specialist or designee may choose to investigate the incident in the Title IX Coordinator/EEO Specialist's discretion.

3. *Informal Resolution*

Parties who do not wish to proceed with an investigation and instead seek RSC's assistance to resolve allegations of discrimination and harassment, may elect to proceed with an informal resolution process. Informal resolution options include but are not limited to administrative resolution and mediation. Informal resolution is not an option to resolve allegations that an employee harassed a student.

The parties may elect to enter RSC's informal resolution process at any time after a complaint is submitted. No party may be required to participate in informal resolution, and RSC may never condition enrollment, employment, or enjoyment of any other right or privilege upon agreeing to informal resolution. The parties may elect to leave the informal resolution process at any point until the informal resolution process is concluded. If a party elects to leave the informal resolution process, RSC may choose to commence or resume an investigation.

4. *Investigation Process*

The standard of evidence used to evaluate a report of sexual harassment or discrimination is a "preponderance of the evidence." Under this standard, a determination must be made on the basis of whether it is more likely than not that the accused student or employee violated this Policy.

In investigating the complaint, the Title IX Coordinator/EEO Specialist, or designee, shall:

1. Conduct a prompt review of the allegations, assess appropriate scope of the investigation, and take any interim actions (for example, instructing the individual(s) about whom the complaint was made to refrain from communications with the individual(s) who reported the harassment), as appropriate.
2. If the complaint is verbal, request that the individual complete the complaint form in writing. If the person reporting prefers not to fill out the form, prepare a complaint form or equivalent documentation based on the verbal reporting.
3. Request, review, and preserve all relevant documents, including but not limited to documents, e-mails, electronic communications, and phone records. The Title IX Coordinator/EEO Specialist, or designee will consider and implement appropriate document request, review, and preservation measures, including for electronic communications;
4. Provide a Notice of Allegations to the complainant and the respondent. Such notice will occur as soon as practicable after RSC receives a complaint, if there are no extenuating circumstances. The notice will include information regarding the informal resolution process discussed above.
5. Discuss the allegations in the complaint with the accuser and accused at separate meetings, and provide the accuser and accused with equal opportunities to identify witnesses and present evidence supporting their respective positions at these meetings.
6. Provide the accuser and the accused with the same opportunities for a non-attorney support person or non-attorney advisor of their choice throughout the process, including any meeting, conference, hearing, or other procedural action.
7. Interview all parties involved, including any identified or known non-party witness(es).

8. Create a written report of the investigation which contains the following:
    - A list of all documents reviewed, along with a detailed summary of relevant documents;
    - A list of names of those interviewed, along with a detailed summary of their statements;
    - A timeline of events;
    - A summary of prior relevant incidents, reported or unreported;
    - A preponderance of the evidence determination for each allegation of discrimination/harassment; and
    - The basis for the decision and final resolution of the complaint, together with any corrective action(s).
9. Keep the written documentation and associated documents in a secure and confidential location.
10. Promptly notify the individual(s) who reported the harassment and the individual(s) about whom the complaint was made that the investigation has been completed and implement any corrective actions identified in the written document; and, if the accused is an employee, notify the senior officer for the unit in which the accused is employed (or the President if the accused is a senior officer), or, if the accused is a student, the Vice President for Student Life. The parties will be informed, in writing, of the outcome, including the finding, the sanctions (if any) and the rationale therefore. Delivery of this outcome will not be delayed to either party, and should occur as nearly simultaneously as possible, without unnecessarily bringing those in conflict into close proximity to each other. All parties will be informed of their potential rights to exercise a request for appeal, where applicable.
11. Inform the individual(s) who reported of the right to file a complaint or charge externally.

The time necessary to complete an investigation will vary depending upon the facts of a particular case. In most cases, investigations will be completed within a reasonably prompt manner, and no longer than thirty (30) business days of the Title IX Coordinator/ EEO Specialist's or designee's receipt of a complaint. Provided, however, that the investigation process may be extended for good reason, including but not limited to the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

5. *Following the Investigation*

RSC takes complaints of discrimination and prohibited harassment with the greatest seriousness. For that reason, if, following the investigation, the Title IX Coordinator/EEO Specialist or other trained investigator concludes that it is more likely than not that the accused student or employee violated this Policy, RSC will pursue strong disciplinary action.

If the Title IX Coordinator/EEO Specialist or other trained investigator concludes it is more likely than not the accused student or employee violated the Policy, the Title IX Coordinator/EEO Specialist or other trained investigator will refer the matter to the Director of Human Resources (for employees other than faculty), the Provost (for faculty), or the Vice President for Student Life (for students) to determine whether to pursue disciplinary sanctions, within five (5) business days of the investigator's determination.

- Further information regarding internal disciplinary proceedings for students can be found in the Student Code of Accountability. Student disciplinary sanctions for a violation(s) of this Policy may include but are not limited to: verbal warning, written reprimand, probation, restrictions, suspension and expulsion.
    - Further information regarding internal disciplinary proceedings for employees other than faculty can be found in the Employee Handbook and/or in any applicable collective bargaining agreement with RSC. The HR Director shall determine appropriate disciplinary sanctions for employees, subject to the terms of the Employee Handbook and any applicable collective bargaining agreement. Employee disciplinary sanctions for a violation(s) of this Policy may include but are not limited to: verbal warning, written reprimand, suspension without pay, and termination.
    - Further information regarding internal disciplinary proceedings for faculty members can be found in the Faculty

Handbook. The Provost shall determine appropriate disciplinary sanctions for all faculty, subject to the terms of the Faculty Manual. Faculty disciplinary sanctions for a violation(s) of this Policy may include but are not limited to: verbal warning, written reprimand, suspension without pay, and termination.

Internal disciplinary proceedings for cases of harassment and discrimination are fair and impartial, include timely notice of meetings and timely and equal access to information and evidence that will be used, and are conducted by unbiased decision makers who have no conflict of interest. The proceedings are completed within a reasonably prompt, designated timeframe.

Following any internal disciplinary proceeding for cases of harassment and discrimination, the complainant or accuser and accused will be provided with simultaneous written notice of the result of the proceeding, including any sanctions imposed that relate directly to the complainant or accuser, and the rationale for the result and complainant or accuser-related sanctions.

If the investigation reveals that discrimination and/or prohibited harassment did occur, RSC will take all appropriate remedial measures necessary to end such conduct, prevent any such future conduct, and correct any personnel or academic decisions made which are related to the prohibited conduct. Remedies may include, but are not limited to, continuing or commencing any of the above-listed "interim measures." These remedies are separate from, and in addition to, any interim measures that may have been provided prior to the conclusion of the investigation. Such measures can be requested by a complainant or accuser, by contacting the Director of Human Resources (for employees) or the Vice President of Student Life (for students).

Engaging in discrimination, prohibited harassment, or retaliation may also lead to civil and/or criminal action under state or federal law. Any employee who, in violation of this Policy, engages in discrimination, prohibited harassment or retaliation, is acting outside the scope of his or her employment and may be personally liable for such actions and their consequences. In the event legal proceedings are commenced against such an employee, RSC may decline to provide legal, financial or other assistance.

6. *Appeal Process*

RSC has adopted an internal appeals process for the prompt and equitable resolution of disagreements with the outcome RSC's investigation of complaints of discrimination and prohibited harassment. In addition, recourse can be sought through the external avenues discussed below, under Legal Protections and External Remedies.

Any party who disagrees with the outcome of RSC's investigation under this Policy may file an appeal in writing with the Vice President for Student Life (for students), the Director of Human Resources (for non-faculty employees), or the Provost (for faculty employees) within two (2) business days of the date of the decision from the Title IX Coordinator/EEO Official or designee, if the appeal meets one of the following grounds:

- A procedural error occurred that significantly impacted the outcome of the hearing
    - New evidence, unavailable during the original hearing or investigation, could substantially impact the original finding or sanction (a summary of this new evidence and its potential impact must be included); or
    - The sanctions imposed are substantially disproportionate to the severity of the violation.

All appeals and responses will be forwarded in writing to the Vice President for Student Life (for students), the Director of Human Resources (for non-faculty employees), or the Provost (for faculty employees) for initial review to determine if the appeal meets one or more of the grounds for appeal and is timely. If the Vice President for Student Life/ Director of Human Resources/Provost finds that the appeal is not timely or substantively eligible, the original finding and sanction will stand and the decision is final. If the Vice President for Student Life/Director of Human Resources/Provost finds that the appeal is appropriate, the documentation from the investigation is forwarded to the Appellate Board (for students) or the Peer Review Panel (for employees) for consideration. The party requesting

appeal must show error as the original finding and sanction are presumed to have been decided reasonably and appropriately.

The Appellate Board/Peer Review Panel will render a decision on whether the outcome of investigation is reasonable within ten (10) business days of the receipt of the appeal. Provided, however, that the appeal process may be extended for good reason, including but not limited to the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Unless otherwise required by law, RSC will protect all information obtained about students during the course of the disciplinary process from public release, until the Appellate Board/Peer Review Panel makes a final determination.

Legal Protections and External Remedies

Sexual harassment is not only prohibited by RSC, but is also prohibited by state, federal, and, where applicable, local law.

The internal process outlined in the policy above is one way for employees, students, and covered individuals to report sexual harassment. Employees, students and covered individuals may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, you may also seek the legal advice of an attorney.

In addition to those outlined below, employees in certain industries may have additional legal protections.

State Human Rights Law (HRL)

The Human Rights Law (HRL), codified as N.Y. Executive Law, art. 15, § 290 *et seq.*, applies to all employers in New York State with regard to sexual harassment, and protects employees, paid or unpaid interns and non-employees, regardless of immigration status, and students. A complaint alleging violation of the Human Rights Law may be filed either with the Division of Human Rights (DHR) or in New York State Supreme Court.

Complaints of sexual harassment may be filed with DHR any time within **three (3) years** of the sexual harassment. If an individual did not file at DHR, they can sue directly in state court under the HRL, within **three years** of the alleged sexual harassment. An individual may not file with DHR if they have already filed a HRL complaint in state court.

Complaining internally to RSC does not extend your time to file with DHR or in court. The three (3) years is counted from the date of the most recent incident of harassment. You do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR.

DHR will investigate your complaint and determine whether there is probable cause to believe that harassment or discrimination has occurred. Probable cause cases are forwarded to a public hearing before an administrative law judge. If harassment or discrimination is found after a hearing, DHR has the power to award relief, which varies but may include requiring your employer to take action to stop the harassment, or redress the damage caused, including paying of monetary damages, attorney's fees and civil fines.

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. You may call (718) 741-8400 or visit: www.dhr.ny.gov .

Go to dhr.ny.gov/complaint for more information about filing a complaint with DHR. The website has a digital complaint process that can be completed on your computer or mobile device from start to finish. The website has a complaint form that can be downloaded, filled out, and mailed to DHR as well as a form that can be submitted online. The website also contains contact information for DHR's regional offices across New York State.

Call the DHR sexual harassment hotline at 1(800) HARASS3 for more information about filing a sexual harassment complaint. This hotline can also provide you with a referral to a volunteer attorney experienced in sexual harassment matters who can provide you with limited free assistance and counsel over the phone.

The United States Equal Employment Opportunity Commission

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e *et seq.*). An employee can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred. If the EEOC determines that the law may have been violated, the EEOC will try to reach a voluntary settlement with the employer. If the EEOC cannot reach a settlement, the EEOC (or the Department of Justice in certain cases) will decide whether to file a lawsuit. The EEOC will issue a Notice of Right to Sue permitting workers to file a lawsuit in federal court if the EEOC closes the charge, is unable to determine if federal employment discrimination laws may have been violated, or believes that unlawful discrimination occurred by does not file a lawsuit.

Employees may obtain relief in mediation, settlement or conciliation. In addition, federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An employee alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1- 800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov . If an employee filed an administrative complaint with DHR, DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city or town in which they live to find out if such a law exists. For example, employees who work in the City of Albany may file complaints of sexual harassment with the City of Albany Commission on Human Rights. Contact the Commission at City Hall, Room 301, 24 Eagle Street, Albany, NY 12207; call (518) 434-5296; or visit https://www.albanyny.gov/Government/Departments/HumanResources/CommissiononHumanRights.aspx .

Office of Civil Rights

In addition, an employee or student who believes he or she is the victim of discrimination or harassment may file a complaint with the United States Department of Education's Office for Civil Rights ("OCR"). Complaints may be filed to OCR by:

- Mail or Facsimile: Complainants may mail or send a complaint by facsimile a letter to:

U.S. Department of Education Financial Square
32 Old Slip, 25th Floor, New York, NY 10005
Telephone: 646-428-3906 | Fax: 646-428-3904

- E-mail: Complainants may file a complaint to the following e-mail address: ocr@ed.gov.
- Online: Complainants may file a complaint with OCR using OCR's electronic complaint form at the following website: https://ocrcas.ed.gov/.

Contact the Local Police Department

If the harassment involves unwanted physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Those wishing to pursue criminal charges are encouraged to contact their local police department.

Conclusion

The policy outlined above is aimed at providing employees, students, and covered individuals an understanding of their right to a discrimination and harassment free workplace. All employees should feel safe at work. Though the focus of this policy is on sexual harassment and gender discrimination, the New York State Human Rights law protects against discrimination in several protected classes including sex, sexual orientation, gender identity or expression, age, race, creed, color, national origin, military status, disability, pre-disposing genetic characteristics, familial status, marital status, criminal history, or domestic violence survivor status. The prevention policies outlined above should be considered applicable to all protected classes.

[1] College employees who learn of alleged discrimination or prohibited harassment as a result of privileged communications with a student (e.g., through a counseling relationship) are exempted from this requirement.

For More Information
Amanda Bastiani, Title IX Coordinator
Russell Sage College, 65 1st Street, Troy, NY 12180
(518) 244-4809 | bastia@sage.edu | titleix@sage.edu
sage.edu/student-life/cultural-enrichment-diversity/title-ix/

National Council for State Authorization Reciprocity Agreements Complaint Policy

Russell Sage College and National Council for State Authorization Reciprocity Agreements (NC-SARA) complaint policy:

Complaint Process

Russell Sage College is dedicated to providing the best-possible student experience throughout your college years. When an issue is brought to our attention, Russell Sage College will intervene in the matter to seek resolution. Most complaints can be resolved utilizing the internal processes available.

To submit a Student complaint relating to consumer protection laws please complete the Student Complaint form available below. Your form will then be sent to the appropriate office for review and you will be contacted in a timely manner with a resolution to your complaint.

Student Complaint Form

A student has the right to lodge a complaint or grievance. Russell Sage College ensures that all concerns and complaints of students are addressed fairly and are resolved promptly. Student complaints relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution.

In the event that the complaint is not resolved utilizing the internal complaint processes the SARA consumer protection provisions require the institution's home state, through its SARA State Portal Entity, to investigate and resolve allegations of dishonest or fraudulent activity including the provision of false or misleading information. NC-SARA complaint process provides the student with a diagram of how the complaint process should be handled. SARA policies do not cover complaints related to grades or student conduct violations.

For Russell Sage College; the SARA State Portal Entity is New York State SARA portal. Students may appeal the institution decision to the SARA State Portal Entity in New York State within two years of the incident about which the complaint is made, New York State Education Department Complaint Webpage. If you are an online or distance-education student, contact NYSED.

Andrea Richards
Supervisor of Higher Education Programs
Office of College and University Evaluation
New York State Education Department
518-474-1551 | IHEauthorize@nysed.gov

Complaint Process Non-SARA State
Please see below for complaint information if you reside in California.

California
Status: Russell Sage College is not required to seek approval from the Bureau for Private Postsecondary Education and can offer 100% online programs to residents of California with no restrictions. Internships, externships and clinical placements are permitted in California for online and campus-based courses and programs.

Student Complaint Process Contact:
California Bureau of Private Postsecondary Education
PO Box 980818, West Sacramento, CA 95798-0818
bppe@dca.ca.gov

- Filing a Complaint

Resources for military students, veterans and their dependents

- Military Students using TA benefits and Military Dependents using MyCAA may contact the Military OneSource Postsecondary Education Complaint System
- Montgomery or Post 9/11 GI Bill recipients may contact the Department of Veterans Affairs
- Federal financial aid (e.g. Pell Grant) recipients may contact the Department of Education: ComplianceComplaints@ed.gov
- Private student loan recipients may contact the Consumer Financial Protection Bureau

Policies on Alcohol and Other Drugs

The Drug-Free Schools and Communities Act Amendments of 1989 require each educational institution, as a condition of receiving funds or any form of financial assistance under any federal program, to certify that it has adopted and implemented a program to prevent the unlawful possession, use, and distribution of alcohol or illicit drugs by students and employees.

Russell Sage College Alcohol and other Drug Prevention Program is designed to:

1. Promote student adherence to applicable federal and state laws;
2. Stress safety, responsibility, and individual accountability for those who choose to drink alcohol;
3. Provide an environment free of coercion for those who choose not to drink;
4. Promote an environment that is incompatible with the abuse of alcohol and other drugs and in which healthy, low-risk behaviors are emphasized;
5. Provide information and education for all members of the college community; and
6. Provide counseling and/or referrals to students with substance abuse concerns.

In compliance with these standards, the College must disseminate its Alcohol and other Drug Policies in writing to all students and employees, on a yearly basis. The College will also conduct a biennial review of its program to determine its effectiveness, implement needed changes, and ensure that disciplinary sanctions are consistently enforced.

Each member of the community is responsible for contributing actively to and sustaining a healthy campus environment. Community members are expected to be law-abiding, knowledgeable and thoughtful about decisions regarding alcohol consumption. The College provides information about alcohol use and abuse and urges all community members to become informed consumers or non-consumers.

The College encourages those with concerns about their own or others' possible difficulties with alcohol and/or drugs to seek confidential and private assistance on or off campus. Such assistance is available through the Wellness Center, the Residence Life or Dean of Students Office for each College, or the Human Resources Office.

Alcohol, Drugs, and the Law

Laws relating to alcohol and drugs exist at all levels of government. As a general rule, federal and state laws prohibit the manufacture, sale, use or possession of illegal drugs, also known as controlled substances. State and local laws are used to regulate behavior related to alcohol. The primary laws regulating behavior related to controlled substances are **Title 21 of the U.S. Code** and the New York Penal Law. Both prohibit the manufacture, sale, use or possession of controlled substances. Both laws also provide penalties for violation of their provisions. Penalties vary in severity, according to many factors such as:

- whether a drug is sold or possessed
- specific drug sold or possessed
- quantity of drug sold or possessed
- age of the person to whom a drug is sold
- location where a drug is sold
- criminal history of the accused

Those penalties may include any of the following or combinations of the following:

- imprisonment
- fine
- probation
- community service
- asset forfeiture

Both laws classify crimes as either felonies or misdemeanors. Felonies are those crimes that are

punishable by more than one year in prison. Misdemeanors are those crimes that are punishable by less than one year in jail. The New York Penal Law has a third classification, called **violations**, which are not considered to be crimes and which are punishable by no more than 15 days in jail and fines of no more than $100.

New York State Law

Offenses against the **Alcohol Beverage Control (ABC) Law** are violations and generally punishable by fines of no more than $100, and/or imprisonment of no more than 15 days. Some offenses carry more severe penalties for repeat offenders and some allow the imposition of a community service requirement/and/or an alcohol education program.

Sec. 65 provides that no person shall sell, deliver or give away, or cause or permit or procure to be sold, delivered, or given any alcoholic beverages to any person, actually or apparently, under the age of 21 years; any visibly intoxicated person; or any habitual drunkard known to be such to the person authorized to dispense any alcoholic beverages.

Sec. 65-a prohibits the misrepresentation of age of a person under the age of 21 for the purpose of inducing the sale of alcoholic beverages.

Sec. 65-b prohibits the purchase or attempted purchase of alcoholic beverages through fraudulent means by a person under the age of 21.

Sec. 65-c prohibits the possession with intent to consume of an alcoholic beverage by a person under the age of 21.

Vehicle and Traffic Law

Offenses against the Vehicle and Traffic Law may be violations, misdemeanors or felonies, depending generally on the blood alcohol content of the offender or previous convictions. Penalties may include fines, probation, imprisonment, community service, loss of driving privileges and alcohol awareness programs. Be aware that loss of driving privileges may occur prior to a finding of guilt. Also, be aware that automobile crashes that involve an intoxicated operator causing injury or death may result in assault or homicide charges against the operator.

Sec. 1192 prohibits the operation of a motor vehicle while:

- the driver's ability to operate a motor vehicle is impaired by the consumption of alcohol,
- the driver's ability to operate a motor vehicle is impaired by drugs, or
- the driver is intoxicated, per se, as determined by a chemical analysis of the blood, breath, urine or saliva measuring the BAC to be more than .08 of one per centum by weight.

Sec. 1192-a prohibits the operation of a motor vehicle by a person under 21 years of age after having consumed alcoholic beverages.

Sec. 1227 prohibits the consumption of alcoholic beverages or the possession of an open container containing an alcoholic beverage in a motor vehicle.

Public Health Law

The New York State Public Health Law regulates behavior considered to be harmful in many areas, such as communicable diseases, sexually transmitted diseases, smoking and drugs. Specifically, **Article 3300**, also known as the **New York State Controlled Substance Act**, prohibits the manufacture, sale, or possession of the same drugs as prohibited by the Penal Law. Additional prohibitions of the Public Health Law include:

Sec. 3304.2 prohibits possession of a New York State prescription except as lawfully written by a physician, etc.

Sec. 3345 prohibits the possession of a prescription drug outside the container in which it was originally dispensed.

Sec. 3380 prohibits the use, possession or sale of hazardous inhalants such as glue, cement, gasoline or nitrite compound for the purpose of causing intoxication, inebriation, excitement, etc.

Sec. 3381 prohibits the possession or sale of a hypodermic needle or syringe except pursuant to a lawful prescription.

Sec. 3382 prohibits the growing of a plant of the genus cannabis, or the failure to destroy such a growing plant on one's property.

Sec. 3383 prohibits the manufacture, sale or possession of any substance that appears, either by markings or packaging, to be a controlled substance that, in fact, is not a controlled substance.

Sec. 33

Russell Sage College Alcohol and Drug Regulations

97 prohibits persons from obtaining or attempting to obtain a controlled substance, a prescription for a controlled substance or an official prescription form by fraud, deceit, misrepresentation or subterfuge.

Penal Law

Most crimes involving the unlawful possession and distribution of drugs are defined under the New York Penal Law, which contains exhaustive lists of various controlled substances, specific types of offenses, and sanctions ranging from a fine or not more than $100 to imprisonment for life.

Sec. 120.05.5, assault in the second degree, prohibits the administration to another, without his consent, of a drug, substance or preparation capable of causing stupor, unconsciousness or other physical impairment or injury.

Sec. 130.00.6 provides that administration of a narcotic or intoxicating substance to another, without their consent, that causes them to become mentally incapacitated, renders the administrator guilty of rape, sodomy or sexual abuse upon the requisite sexual activity. In more simple terms, sexual conduct following the unwitting consumption of so called “date rape” drugs or “spiked” drinks makes those who administered the drug guilty of rape, sodomy or sexual abuse.

Sec. 170.05, forgery in the third degree, prohibits the making, completing or altering of a written instrument with intent to defraud, deceive or injure another. This section can be used to charge a person who alters a driver ’s license or other official form of identification for the purpose of obtaining alcoholic beverages.

Sec. 170.20, criminal possession of a forged instrument, prohibits the possession of a written instrument as described above, regardless of who made, completed or altered it.

Russell Sage College abide by federal and state laws prohibiting the possession, use, or distribution of illegal drugs or narcotics and will not interfere with the legal prosecution of any member of the College community who violates these laws.

- In compliance with New York State law, students at Russell Sage College under the age of 21 may not purchase, nor possess with the intent to consume, alcoholic beverages.
- Alcoholic beverages may not be sold to anyone on either Sage campus unless it is under the license of a college approved vendor or caterer.
- Open containers of alcohol are not permitted in public areas.
- On- and off-campus events sponsored by student organizations must receive prior approval of the Dean of Students and comply with party regulations (see Party Regulations in the Student Handbook).
- In the Albany Residence Hall, the use or possession of alcohol by any resident or guest, regardless of age, is prohibited.
- On the Troy campus, students who are under 21 years of age may not consume alcohol in their residence hall rooms.
- Kegs or bulk containers are not permitted in the residence halls.
- Students who violate these regulations are subject to disciplinary sanctions as outlined in the Student Conduct Code.
- Possession, sale or use of illegal drugs or drug paraphernalia, or being present where illegal drugs are being used, is prohibited on the Sage campuses.
- Individuals possessing illegal drugs or any drug parphernalia, using illegal drugs or present where illegal drugs are being used will be subject to confiscation and review by the appropriate college administrator.
- The odor of marijuana in student rooms, corridors, lounges, or public areas is sufficient evidence to warrant investigation by a staff member and imposition of sanctions.

Any student judged guilty of illegal drug use on College property will be subject to immediate disciplinary action, which may involve suspension or dismissal. This action will be taken independently of any action that might be taken by municipal, state, or federal agencies.

Disciplinary Sanctions

Russell Sage College will impose disciplinary sanctions on students and employees who violate the aforementioned standards of conduct. Among the sanctions which may be imposed on **students** are: warning, fine, parental notification, mandated alcohol/drug assessment, alcohol education, probation, community service, suspension, expulsion, or referral for prosecution. Among the sanctions which may be imposed on **employees** are: verbal warning, written reprimand, suspension with or without pay, termination or referral for prosecution.

Health Risks

Students and employees should be aware of the health risks associated with the use and abuse of alcohol and illicit drugs. Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including domestic violence, child abuse, and rape. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants to the central nervous system, much lower doses of alcohol will produce the effects described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can lead to permanent damage of vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with Fetal Alcohol Syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other individuals of developing problems with alcohol.

Drugs interfere with the brain's ability to take in, sort and synthesize information. They distort perception, which can lead users to harm themselves or others. Drug use also affects sensation and impairs memory. In addition to these general effects, specific health risks including substance dependence and death are associated with particular categories of controlled substances.

Services for Students with Accessibility Needs

The Office of Accessibility Services at Russell Sage College is committed to providing equal educational opportunity and full participation for students with disabilities, as defined by the Americans with Disabilities Act. A student seeking academic or housing accommodation must register and provide documentation by a licensed professional to Accessibility Services. Once the student has been determined to have a disability which supports the provision of accommodations in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

Any student in need of classroom accommodations under the ADA must work with Accessibility Services to inform instructors of accommodations by first obtaining the necessary accommodation letters from Accessibility Services in order for reasonable accommodations to be provided. It is recommended that students do so at the onset of classes as reasonable prior notice needs to be given.

Any student in need of residential accommodations under the ADA must work with Accessibility Services by first obtaining the necessary accommodation letters from Accessibility Services in order for reasonable housing accommodations to be provided. It is recommended that students do so by June 1 for the following school year.

Contact

Director of Accessibility Services and Section 504 Compliance Officer, accessibility_services@sage.edu

- Troy: Shea Learning Center, 65 First Street, Troy

NY 12180 | (518) 244-6874
• Albany: Library, 140 New Scotland Avenue, Albany NY 12208 | (518) 292-8624

Section 504

Section 504 of the Rehabilitation Act of 1973 states that: "No otherwise qualified person with a disability in the United States...shall, solely by reason of...disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Colleges and universities receiving federal financial assistance must not discriminate in the recruitment, admission, or treatment of students. Students with documented disabilities may request modifications, accommodations, or auxiliary aids, which will enable them to participate in and benefit from all post-secondary educational programs and activities.

The Americans with Disabilities Amendment Act of 2008

The Americans with Disabilities Amendment Act of 2008 is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The Americans with Disabilities Amendment Act of 2008 extends civil rights protections for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government and telecommunication relay services.

The Americans with Disabilities Amendment Act of 2008 upholds and extends the standards for compliance set forth in Section 504 of the Rehabilitation Act of 1973 to employment practices, communications, and all policies, procedures, and practices that impact on the treatment of students with disabilities. Employment issues for all institutions are covered under Title I. For all activities, public institutions are covered under Title II; private institutions are covered under Title III.

The Accommodation Process

Any student with a documented disability is eligible to receive reasonable accommodations. The purpose of accommodations or modifications is to reduce or eliminate any disadvantages that may exist because of an individual's disability. The law does not require the College to waive specific courses or academic requirements considered essential to a particular program or degree. Rather, the College is mandated to modify existing requirements on a case by case basis in order to ensure that individuals are not discriminated against on the basis of their disability. Students wanting to access such services must identify themselves and provide appropriate verification of their disability to Accessibility Services. Eligibility for reasonable and appropriate accommodations will be determined on an individual basis.

Appropriate documentation will assist the student and the College in determining reasonable accommodations as stipulated under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Amendment Act of 2008, and other pertinent state and federal regulations.

Students requesting accommodations must meet with Accessibility Services and present appropriate documentation prior to receiving services. Documentation must be submitted by a qualified practitioner. This documentation must be a comprehensive assessment including recommendations for accommodations. Students must present evidence of a clinical interview by a qualified professional and evidence of a diagnosis that substantially limits one or more of the major life functions, and recommended reasonable accommodations.

It is the responsibility of the student requesting accommodations to do so and present documentation to Accessibility Services, ideally at the beginning of their tenure at Russell Sage College.

Accommodations

To access services:

1. Students must refer themselves to Accessibility Services and provide adequate documentation from a licensed professional to the Accessibility Services Office. Since the purpose of the documentation is to assist the student and the College in determining reasonable accommodations (e.g., extended test time, reduced distraction testing, audio recording, etc.), these guidelines must be followed to assure that the diagnostic evaluation report is appropriate

for verifying accommodation needs. In order to assure all relevant material is provided to Accessibility Services, students are encouraged to use the Russell Sage College Accommodation Forms.

2. Students must meet with the Director of Accessibility Services with documentation from a licensed professional to request services. Accommodation letters will be developed at this time.

3. Students are encouraged to meet with their instructor and set a plan for the utilization of accommodations. Students and faculty can ask for support from Accessibility Services during this meeting. Please be advised that these accommodations may be subject to review and update if the disability or diagnosis changes. Information regarding the disability is confidential. Students are not required to disclose this information. Accessibility Services advocates for open communication and encourages students to have conversations regarding their specific needs with their professors. It is ideal for the student to speak with the instructor during the first week of classes to discuss the use of academic accommodations.

4. Students will then follow all Accessibility Services policies for utilization of services such as the testing center, renting of inclusive technology, and all services provided.

Accommodation Disagreements

If a disagreement arises concerning specific accommodation requests, a student should immediately inform the Director of Accessibility Services. If there is a conflict with the Director of Accessibility Services, then the Associate Vice President for Student Life may be notified to assist in the resolution process.

Procedures for Grievances Alleging Discrimination Based on Disability

Any member of the Russell Sage College community, including faculty, administrators, staff, and students, who has any grievance in relation to the law or any acts prohibited by the law may file a written complaint within 30 working days of the occurrence of the alleged action. The complaint should be filed with the 504 Compliance Officer as the person designated to coordinate the efforts of the College to comply with and carry out its responsibilities under the law. The written complaint should explain:

- who was discriminated against;
- in what way;
- by whom;
- when the discrimination took place;
- who can be contacted for further information;
- the name, address, and telephone number of the complainant; and
- as much background information as possible about the alleged discriminatory act.

These are suggestions, not requirements. Within five working days, the 504 Compliance Officer shall acknowledge receipt of the complaint by referring the complaint to the Director of Title IX & EEO Compliance. The individual investigating the complaint shall submit a written report to the 504 Compliance Officer with a copy to the complainant within 10 working days from the date assigned. The complainant shall have 10 working days from receipt of the investigation report to contact the 504 Compliance Officer to support or refute information contained in the investigation report. The 504 Compliance Officer will review the report and related material, and submit a written recommendation to the College President within five working days after the time period given the complainant to respond. A copy of this recommendation shall be sent to the complainant and the investigator. The President, as chief executive officer of the institution, shall make disposition of the complaint or refer it for the established grievance procedures of Russell Sage College.

Anyone who believes there has been an act of discrimination on the basis of disability in violation of Section 504 against any person or group in a program receiving financial assistance from the U.S. Department of Education, may file a written complaint with the Office for Civil Rights of the U.S. Department of Health and Human Services within 180 days of the alleged discrimination (unless the time for filing is extended for good cause by the regional civil rights director), and send it to the regional office that serves the state in which the discrimination allegedly occurred:

Office for Civil Rights, New York Office
U.S. Department of Education

75 Park Place, 14th Floor
New York, NY 10007-2146 (212) 637-6466 | FAX# (212) 264-3803; TDD (212) 637-0478

Sexual Offense Policies & Procedures For Students and Employees

Russell Sage College Sexual Offense Policies & Procedures for Students and Employees document is available in its entirety in PDF format at https://www.sage.edu/student-life/cultural-enrichment-diversity/title-ix/policies-procedures/

- Definitions
- Prohibited Acts
- Non-discrimination
- Procedure for Responding to a Sexual Offense
- Policy for Alcohol and/or Drug Use Amnesty for Students
- Immediate Consequences Following a Report of a Sexual Offense
- Investigation and Disciplinary Procedures for Sexual Offense Cases
- Notation on Student Transcripts for Crimes of Violence
- Prohibition of Retaliation
- Education and Training for Students and Employees
- Public Awareness and Advocacy Events
- Sexual Offender Registry
- Memoranda of Understanding
- Climate Surveys
- Annual Reporting

For any questions, please contact the Director of Title IX & EEO Compliance at 518-244-4809 or titleix@sage.edu.

Student Complaint Policy

Russell Sage College aims to provide an environment that fosters the personal and intellectual growth and development of all students where concerns can be discussed and resolved in a professional manner. The Russell Sage College complaint process encourages informal resolution through direct communication with the individuals directly involved. Formal complaints will be considered if the student has followed and exhausted the informal processes. Russell Sage College makes every effort to resolve student complaints internally, using policies and procedures outlined in the current Catalogs and Student Handbooks. It is expected that students will fully utilize any and all procedures to address concerns and/or complaints in as timely a manner as possible.

This Policy applies to all students (full time or part time, onsite or online) who are enrolled at Russell Sage College at the time that the complaint is filed. Parents, relatives, employers, agents, and other persons acting for or on behalf of a Student are not considered students under this policy.

The United Stated Department of Education requires that each accredited institution of higher education maintain a record of student complaints received by the institution (34 CFR 602.16(a)(1)(ix)). As required by federal regulations, this record is made available to the Middle States Commission on Higher Education. The record will be reviewed by the Commission as part of the institution's Self Study and Periodic Review Report evaluations.

- Additional information is available on Sage.edu, Student Complaint Reporting Process

Informal Complaints

Informal complaints (concerns or expressions of dissatisfaction or disagreement) should be handled through direct communication (conversation, email, letter) between the student and the individual or office involved. The majority of student complaints can be addressed through communication with the individual(s) involved.

If the issue remains unresolved, the informal complaint should be directed to the appropriate supervisor (see the Student Assistance Directory for guidance and contact information for the most common student concerns). Students may also consult with the Dean of Students on their campus if they are unsure about where or how to address a concern.

Formal Complaints

A student may file a formal complaint if (a) the issue remains unresolved after attempting an informal resolution or (b) the student has utilized one of the complaint processes described in point 1 above and

believes the student has been unfairly treated, or that College/School procedures or policies have not been followed. Formal complaints must be made in writing and submitted via the online Student Complaint Form by a student (not by a parent or other agent). Formal complaints must be filed within one year of the occurrence that prompted the complaint.

Procedures for Filing a Formal Complaint

1. Attempt an informal resolution of the matter as noted above.
2. Complete the online Student Complaint Form.
3. A student should expect a preliminary response from a College representative within five (5) business days (when the College is open) to seek any additional information required to address the concern.

Formal Complaint Review and Resolution Process

Formal complaints submitted via the online form are directed to the Office of the Provost and the Vice President for Student Life. These offices do not act as advocates for any party to a dispute, but are facilitators to ensure a fair process. They will then refer the complaints to the appropriate College official to review and resolve. Any individual who is named in a formal complaint will be notified and asked to provide information related to the complaint.

To comply with federal regulations, Russell Sage College will maintain a record of formal complaints and their resolution, including those complaints reported to external agencies. The record will be housed within the Office of Institutional Research and made available to the Middle States Commission on Higher Education evaluators for their review.

Retaliation against a student for filing a complaint is harassment and will be addressed as described in Sage's Discrimination and Harassment Policy. Source: https://www.sage.edu/student-life/office/student-complaint-reporting-policy/

National Council for State Authorization Reciprocity Agreements (NC-SARA)

- Russell Sage College and National Council for State Authorization Reciprocity Agreements complaint policy: NCSARA complaint policy

Student Handbook

Students share responsibility with the faculty and administration for establishing and maintaining standards of behavior that enhance learning and growth for the entire community. Students are expected to become familiar with the content of the Student Handbook and review the Student Code of Accountability, available online as well as in the Dean of Students offices on both campuses (deanofstudents@sage.edu).

https://www.sage.edu/student-life/student-handbook/

Tobacco-Free Policy

Russell Sage College is dedicated to providing a healthy, comfortable, and productive living and work environment for our faculty, staff, administrators and students and a healthy, comfortable, and safe environment for our visitors.

In keeping with Sage's commitment to protect and promote the health of its employees, students, visitors, and other campus constituencies, and the public in general, it is Sage's policy to provide a tobacco and smoke/vaping-free environment in all college facilities and outdoor areas for all employees, students and visitors, in full conformance with applicable status including the New York State Clean Indoor Air Act (Public Helath Law Article 13-E).

Policy

Due to the acknowledged health hazards arising from tobacco products, including exposure to secondhand smoke, the following rules apply in all college facilities and outdoor areas:

1. The use of tobacco, tobacco-related products, e-cigarettes, or vaping devices is prohibited in or on any Sage College facility or property (as defined below), that is owned or leased by Sage, at any time.

2. The use of tobacco, tobacco-related products, e-cigarettes, or vaping devices is prohibited in any Sage College vehicle at any time.
3. The sale of tobacco, tobacco-related products, e-cigarettes, or vaping products on any Sage campus (as defined below) is prohibited.
4. The use of advertisements for tobacco, tobacco-related products, e-cigarettes, or vaping products is prohibited in Sage-sponsored publications.

These rules apply to all employees, students and visitors of Sage. Violations of this Policy may result in disciplinary action under the Student Code of Conduct, Employee Handbook, and/or any applicable collective bargaining agreements.

As Sage works toward its goal of keeping Sage campuses free of litter from tobacco, tobacco-related products, e-cigarettes, or vaping devices, please be respectful of the surrounding communities and private properties located in proximity of Sage campuses.

Definitions

"Tobacco" and "tobacco products" - includes tobacco of any kind, including the use of smokeless tobacco, "spit" tobacco, electronic cigarettes, vaping devices, cigars, cigarettes, pipes or any other smoking material or device.

"Vaping" - the use of an electronic cigarette or e-cigarette.

"Electronic cigarette" or "e-cigarette" - an electronic device that delivers vapor which is inhaled by an individual user, and shall include any refill, cartridge and any other component of such a device

"Sage facility or property" - any campus building, owned or leased, including but not limited to: private offices, lounges, dining areas, recreational facilities, all college owned, leased or rented vehicles, and any personally owned, leased or rented vehicles parked on Sage property.

"Sage campus" - Any college outdoor area that is open to access by the public or campus community, including but not limited to parking lots, sidewalks, athletic fields, lawn areas and any institute facility entrance or egress.

Albany Campus - The area within the borders of New Scotland Avenue on the North, Academy Road on the West, the fence separating Sage and Parsons on the South, and the tree line adjacent to the parking lots on the East. Also included is the Armory Building and surrounding property.

Troy Campus - The outdoor areas within the borders of Congress Street on the North, First Street on the West, Division Street on the South, and Second Street on the East, as well as the following properties: 17-33 Congress Street (1 Park Place), 46 First Street, 30 Congress Street, 51-107 First Street, 86-90 First Street, 74 First Street, 92 First Street, 96-102 First Street, 111 Second Street, 100 River Street, 10 Division Street, 12 Division Street, 14 Division Street, 111 First Street, 113 First Street, 115 First Street, 117 First Street, 68 River Street, 1-7 Gale Place, 133 First Street, 63-65 First Street, 101 Liberty Street, 51 Congress Street, 45-49 Congress Street, 53-55 Congress Street, Franklin Street, 61 Ferry Street, 113 Second Street, 35-37 Division Street, 106 Second Street, 127 Third Street, 159 Third Street, 140 Second Street.

Enforcement of Tobacco Free Policy

1. Enforcement of the Russell Sage College Tobacco Free policy shall be the responsibility of the entire Sage community. Students, faculty, staff and administrators are expected to fairly, politely and firmly engage in peer enforcement, and when required, report violations of the policy to supervisors. Enforcement of the policy be in a manner of "progressive discipline."
2. For the purpose of this policy, "Supervisors" shall mean: (i) appropriate Dean of Students for students; (ii) immediate supervisor for staff and administrators; (iii) department chair or academic Dean for faculty members.
3. Any student or employee of Russell Sage College who observes or otherwise suspects that another person in using tobacco products on any property or in any vehicle owned or leased by Sage shall promptly, firmly and politely advise that person of the tobacco free policy. If the person is a member of the Sage community and refuses to comply, the immediate supervisor of the offending party should be immediately notified.

4. If the offending person is not a member of the Sage community and refuses to comply, Public Safety should be contacted to escort the offending person off campus.
5. Any student or employee of Russell Sage College who observes or otherwise suspects that another person is using tobacco or tobacco products on any property or in any vehicle owned or leased by Sage and **who has been advised of the policy for a previous violation**, shall immediately notify the supervisor of the offending party.
6. Upon notification of a supervisor, the supervisor shall arrange a meeting with the offending person. During the meeting, the supervisor shall: (i) reiterate the Sage Tobacco Free policy, (ii) discuss the reasons for the policy, (iii) discuss the benefits of the policy, (iv) discuss strategies for assisting the employee in complying with the policy, (v) discuss the resources available for smoking cessation, and (vi) reprimand the offender for the policy violation.
7. Upon notification of a supervisor of a subsequent violation of the policy by the same offender, the supervisor shall prepare a written reprimand (3 copies) for the offender that contains items 1, 4 and 5 as above and further advises the offender that future violations of the policy will result in serious disciplinary action, up to and including termination from employment or expulsion from studies at Sage. Any subsequent disciplinary action would be determined according to the appropriate student/employee/faculty handbook or union contract. The supervisor shall have the offender sign and return one copy of the reprimand, retain one copy for self, and forward the third copy to Human Resources.
8. Subsequent violations of the policy by the same person shall result in a level of discipline that: (i) convinces the offending party to comply with the Tobacco Free policy, and (ii) demonstrates to the Sage community the importance of compliance with the Tobacco Free policy.

Anyone organizing an event that brings outsiders to campus is responsible for communicating this policy to its attendees. Visitors to campus in violation of this policy will be informed of the policy and if they refuse to comply will be removed from campus.

As we work towards the goal of keeping the Sage campuses free of tobacco litter, please be respectful of the surrounding communities and private properties located in proximity of our campuses.

Financial Aid

Academic Progress & Financial Aid Eligibility

Academic progress for financial aid eligibility is monitored by the Office of Financial Aid (finaid@sage.edu) through established institutional guidelines. See sage.edu/admission/financial-aid/ for more information.

Satisfactory Academic Progress & Financial Aid Eligibility

For a student to be considered as progressing normally and maintain eligibility for federal and institutional financial aid, students must achieve specific **quality standards** (grade point averages) and **quantity standards** (credits earned). Below are outlines of the standards which must be met to comply with federal and institutional requirements.

Students have a limited amount of time to complete their undergraduate degree requirements. To earn the basic undergraduate degree, students must successfully complete 120 credit hours (minimum). Undergraduate full-time status equals 12 or more credits per semester. However, to graduate in 4 years, a student must complete 30 credits each academic year. Federal or institutional aid recipients enrolled less than full-time are required to meet these standards on a basis proportional to their enrollment status.

For students with transfer credits, satisfactory academic progress will be measured by equating transfer credits accepted by Russell Sage College as indicated on the chart below. All transfer credits accepted by Russell Sage College will be considered attempted credits and completed credits for purposes of determining Satisfactory Academic Progress.

- New Your State Aid: TAP Award eligibility and HESC for more information

Federal and Institutional Financial Aid:
Satisfactory Academic Progress

The Cumulative Grade Point Average & Pace Completion (%) requirements to remain in good academic standing for Federal and Institutional Financial Aid are listed below. Contact the Office of Financial Aid, finaid@sage.edu, for more information.

*Federal regulations (Sections 668.16(e).668.32(f) and 668.34) require that schools monitor the academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress toward earning his/her degree.

Attempted Credits*	Cumulative GPA (minimum)	Pace % (minimum)
0.00 - 30.00 credits	1.500	67.000
30.50 - 47.50 credits	1.750	67.000
48.00 or more credits	2.000	67.000

***Reminder**: transfer credits accepted by Russell Sage College will be factored in both categories as, Attempted Credits and as Completed Credits, for purposes of determining Satisfactory Academic Progress.

Qualitative Standards: Grade Point Average

In accordance with federal regulations, by the second calendar year of enrollment in a post-secondary educational program, the student must have at least a 2.000 cumulative **Grade Point Average (GPA)** to be considered making satisfactory progress for continued participation in federal and institutional aid programs. Students who do not meet this test will be ineligible to participate in federal and institutional financial aid programs until this deficiency is corrected.

Quantitative Standards: Credits Earned (Pace of Completion)

To remain eligible for financial aid, all students must successfully complete (earn) a minimum of **67.000%** of the total cumulative hours attempted

- Attempted credit hours include all credits attempted at Russell Sage College as well as credits that were accepted as transfer
- **Pace of completion (%)** is determined by dividing the total number of credit hours earned (successfully completed) by the total number of credit hours attempted. [completed credits **/** attempted credits = %]

In order for students to monitor their academic progress, both the cumulative GPA and the Pace of Completion can be found in Self Service - Student Planning - My Progress (under the Show Program Notes link). Russell Sage College recommends students earn at least 30 credit hours per academic year in order to graduate in four years.

All F Grades or Zero GPA

Students receiving all F grades or having a zero term GPA in one semester will have their status automatically moved to Unsatisfactory Academic Progress (USAP) and will not be eligible for federal or institutional financial aid regardless of meeting all other SAP requirements. Until the student is making satisfactory academic progress, they are responsible for all charges due to the College.

During the semester that the student received all F grades or a combination of F's and Incomplete grades (I) the student will be asked to verify their attendance. Failure to verify attendance will be considered an "unofficial" withdrawal and aid for that semester is subject to the Return to Title IV (R2T4) Federal Calculation of repayment. This calculation could result in the student having an outstanding balance with the college due to returned funds to the Department of Education.

Grade Changes

Students who are receiving aid on a conditional or probationary basis must resolve all incomplete grades before the Office of Financial Aid can make a final determination that they meet the satisfactory academic progress guidelines. Students must report any grade changes that impact their aid directly to the Office of Financial Aid.

Right to Appeal

Students have the right to appeal any decision of ineligibility (USAP) to continue to receive financial assistance unless they have previously been granted an appeal. Appeals must be filed within 30 days of notification that aid eligibility has been lost. An appeal must be typed and sent to:

Director of Financial Aid
Russell Sage College
65 First Street, Troy, NY 12180
sage.edu/admission/financial-aid/state-federal-aid/undergraduate-satisfactory-academic-progress-policy/

Eligibility, Conditions, and Procedures

Academic progress for financial aid eligibility is monitored by the Office of Financial Aid (finaid@sage.edu) through established guidelines. See sage.edu, sage.edu/admission/financial-aid/, for more information.

To assist students and parents in meeting the costs of an education at Russell Sage College, the Office of Financial Aid offers a variety of scholarship, grant, loan, and employment programs. Funds from these programs are sponsored by federal, state, and private sources. Additionally, a commitment of more than $10 million from Russell Sage College is provided to assist students. Most types of assistance are based on financial need, which is the difference between the cost of education and the estimated contribution of the student and family (Estimated Family Contribution or EFC). The EFC is determined through a measurement of family resources that is consistent for all applicants and is a reflection of the first principle of college financial aid: The student and family have the primary responsibility for meeting college expenses.

In addition to aid awarded on the basis of need, Russell Sage College sponsors a number of scholarship programs that recognize academic achievement, talent, and other individual characteristics of the student. Private organizations, societies, and agencies also make available grants and other awards for individuals who meet their eligibility criteria. Secondary school guidance offices, public libraries, and websites are the best sources of information regarding private scholarship opportunities.

Eligibility

Those seeking consideration for aid must be enrolled as degree- or certificate-seeking students on at least a half-time basis (six or more credit hours per semester for undergraduates) to qualify for most financial aid programs. Note: most grants and scholarships provided directly by Russell Sage College require full-time attendance.

- Federal regulations mandate that federal aid cannot be awarded for classes that do not count toward a student's degree program. If a student is enrolled in classes that do not count toward their degree, certificate, or other credentials, the classes cannot be used to determine enrollment status for financial aid purposes.

United States citizenship or permanent resident status is an eligibility requirement for all programs. It should also be noted that federal and state legislation frequently modifies requirements and eligibility standards for financial aid. Contact finaid@sage.edu for more information.

Application Procedures

Because financial aid is awarded on an annual basis, these application procedures must be followed each year. While admission is not required to initiate an application for financial aid, new students will not receive confirmation of their status until the Office of Financial Aid is notified that the admission process is complete.

- The Free Application for Federal Student Aid (FAFSA) should be completed as soon as possible after January 1, but no later than March 1, preceding the academic year for which assistance is requested. Students are requested to file the FAFSA online at www.fafsa.ed.gov. Electronic filing is an accurate and fast means of filing for financial aid. When filing electronically, New York State residents may file for TAP at the same time (see below).
- New York State residents should also complete the application for the Tuition Assistance Program (TAP). The New York State Higher Education Services Corporation will mail this form to your home if you opt not to file electronically.
- Applicants and their parent(s) (when the applicant is dependent), selected through the FAFSA process for verification, must submit all pages of completed tax forms upon request by the Office of Financial Aid Services. A verification worksheet must also be submitted.

Failure to complete the verification process prior to the start of the academic year may result in the loss of institutional grants.
- Early action applicants for Russell Sage College can request appropriate aid forms from the Office of Admission in December of their senior year to obtain an early estimate of their financial aid packages. Requests should be coordinated through the Office of Admission.

Terms and Conditions

- All aid is awarded on an annual basis. Aid amounts are credited to student's account for each semester's charges based upon enrollment.
- Refunds of any excess credit will be made approximately halfway through each term through the Office of Student Services. Refunds are generated when the student account reflects a credit balance resulting from direct payments and/or the posting of financial aid.
- Earnings from student employment are paid bi-weekly directly to the student. As such, this award may not be deducted from student account balance due amounts.
- Since aid is awarded on the basis of annual financial information from students, and college costs change each year, the makeup of financial aid awards may vary depending on changing circumstances.
- Outside sources of assistance, such as private scholarships and Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR) must be reported to the Office of Financial Aid Services. It is possible that financial aid already awarded could be modified as a result.
- All awards of federal and state aid are tentative, pending approval and receipt of funds from the source.
- College costs on which financial aid eligibility is calculated include direct expenses (such as tuition, fees, and room and board for resident students), and indirect expenses (such as books, supplies, personal and incidental expenses, and transportation and home maintenance for commuting students).
- Returning students are expected to file the FAFSA by April 1 preceding the academic year for which assistance is requested. Students filing after April 1 may not be eligible for institutional grants previously awarded.
- Students receiving institutional academic scholarships are required remain in good academic standing and at full-time status to continue receiving these monies.

Review Procedures for Eligibility

Procedures

Financial Aid Warning: There is a minimal amount of time between when final fall grades must be posted and the start of spring semester, and even less time between the posting of final summer grades and the start of the fall semester. Students incur a financial liability to Russell Sage College as soon as a semester begins. Therefore, under most circumstances, we believe it would be unfair to retroactively remove a student's aid once the semester begins If this is the *first documented* occurrence of a student's academic difficulty. These students will receive a "financial aid warning" letter which will remind them of the minimum academic requirements for their aid programs and strongly urge them to take advantage of the academic services that are available to students. Students will be eligible to receive financial aid during this semester. These students will be notified that their records will be checked again at the end of the semester and that further action may be taken if there is not significant improvement during the current semester. Students can only receive aid for one semester under this "warning" status.

Each aid recipient's record will be evaluated at the end of the spring semester to determine that the student is meeting the standards described above. If the student has reached the maximum number of scheduled hours without earning the degree, the student must be excluded from further participation in federal financial aid programs.

Federal regulations require that these standards apply to all students, even first-time applicants who have previously enrolled at Russell Sage College, or to those who have not been formally placed on probation.

Financial Aid Probation: If the student has not reached the maximum number of scheduled hours and it is determined that the student has fallen below the completion ratio standards for

satisfactory progress, the student will be placed on Financial Aid Probation and notified that his/her continued eligibility for federal financial aid assistance is in jeopardy. Students who fail to maintain the required minimum GPA will also be placed on financial aid probation. Students will normally be allowed only one probationary period during their academic program.

Students on financial aid probation will receive a separate letter that will outline the academic requirements the student must meet in order to receive aid for the following semester. If the student on financial aid probation meet the terms of the probation, they will be permitted to continue to participate in the federal student aid programs for a subsequent semester. Students who have been placed on probation shall be considered to be making satisfactory academic progress for the purposes of receiving financial aid as long as the student continues to meet the academic requirements outlined in their probationary letter.

The Office of Financial Aid will review the records of students who are on financial aid probation at the end of each academic year. If the student does not meet the terms of the probation, the student will forfeit eligibility for all federal and institutional financial aid programs.

Loss of Eligibility due to Lack of Satisfactory Progress

A student who has lost eligibility to participate in federal and institutional aid programs for reasons of academic progress can regain that eligibility only by enrolling at Russell Sage College at their own expense and demonstrating that they are capable of completing a semester with any failures, incomplete grades, or withdrawals and showing the ability to complete their degree requirements in a more regular fashion. The mere passage of time will restore eligibility to a student who has lost eligibility for failure to make satisfactory progress.

Students who have been academically excluded from Russell Sage College but are subsequently given permission to re-enroll are not automatically eligible to continue to participate in federal, state, or institutional programs. Admissions decisions are totally separate from funding decisions.

Major Sources of Financial Aid

Academic progress for financial aid eligibility is monitored by the Office of Financial Aid (finaid@sage.edu) through established guidelines. See sage.edu, sage.edu/admission/financial-aid/, for more information.

Institutional Aid

Sage awards financial assistance to students based on financial need or specific characteristics. Upon applying for admission to Sage, students are automatically considered for merit scholarships; there is no additional application. Completion of the Free Application for Federal Student Aid (FAFSA) is required for each academic year. See sage.edu, https://www.sage.edu/admission/financial-aid/institutional-financial-aid/, for more information.

Federal Direct Subsidized Stafford Loan

Students must complete the FAFSA application and demonstrate financial need according to the federal formulas in order to be eligible for subsidized direct loans. These loans are processed through the Department of Education. Under this program, the federal government will pay the interest on the loan as long as the borrower is enrolled (matriculated) at least half-time in a degree-seeking program and for six months thereafter. Students must also maintain satisfactory academic progress towards completing their degree requirements.

Federal Direct Unsubsidized Stafford Loan

Eligibility for the Unsubsidized Direct Loan is not based on a family's demonstrated need. These loans are processed through the Department of Education. The government does not pay the interest on behalf of the borrowers under the Unsubsidized Direct Loan Program. Students are charged interest on this loan from the time the loan is disbursed until it is paid in full. The student borrower has the option to pay the interest while in school, or to allow the interest to accumulate, which adds to the principal amount of the loan and increases the amount to be repaid.

Federal Direct Stafford Loan Limits

The federal government sets limits on the amount of money a student can borrow. Russell Sage College

awards students that have filed the FAFSA the maximum amount eligible under such limits. The annual limit applies to the most a student can borrow in one academic year, while the aggregate limit applies to the maximum a student can borrow in a lifetime.

Federal Direct Stafford Loan Interest and Fees

See the student.aid.gov website for interest rate and fees for 2020-2019: https://studentaid.ed.gov/sa/types/loans/interest-rates

Federal Direct Parent Loan for Undergraduate Students (PLUS)

The Federal Direct PLUS loan enables parents with good credit histories to borrow funds to pay the educational expenses of each dependent undergraduate child enrolled at least half time. The annual limit of a Direct PLUS is equal to the cost of attendance minus any other financial aid.

Parent borrowers can choose to defer payments on a Federal Direct PLUS loan until six months after the date the student ceases to be enrolled at least half-time. Accruing interest could either be paid by the parent borrower monthly or quarterly, or be capitalized quarterly. Payments on interest can be tax deductible with no penalties for early payoffs. For more information: https://studentaid.ed.gov/sa/types/loans/plus/parent

Pell Grants

The maximum amount can change each award year and depends on program funding. The amount you get will depend not only on your financial need, but also on your costs to attend school, your status as a full-time or part-time student, and your plans to attend school for a full academic year or less.

Supplemental Educational Opportunity Grants (SEOG)

Up to $1,500 annually for undergraduate study. These grants are available to students with high financial need.

Federal Work Study

Student employment funded by Sage and the government. The jobs are in a variety of areas, primarily on campus (examples are the libraries, campus centers, food services, offices and departments), are usually limited to 7-10 hours per week, and generally pay at the prevailing federal minimum wage or slightly above.

Perkins Loans

The Perkins Loan is awarded to undergraduate students with exceptional financial need. his is a campus-based loan program, with the school acting as the lender using a limited pool of funds provided by the federal government. It is a subsidized loan, with the interest being paid by the federal government during the in-school and 9-month grace periods. There are no origination or default fees and the interest rate is 5% with a 10-year repayment period.

Veterans' Administration Benefits

The Post 9/11 GI Bill™ provides eligible veterans serving after 9/11/01 with assistance for up to 100% of tuition and fees, plus benefits for books, supplies and housing. Plus, there are other Veterans Administration programs to assist veterans with their college goals. Details can be secured from Russell Sage College's Office of Financial Aid or by contacting the Veterans Administration.

NYS Award Information (TAP)

Academic progress for financial aid eligibility is monitored by the Office of Financial Aid (finaid@sage.edu) through established guidelines. See sage.edu, sage.edu/admission/financial-aid/ for more information.

New York State Tuition Assistance Program
(provided by HESC)

To be eligible and remain eligible for the New York State Tuition Assistance Program (**TAP**), students (legal resident of New York state) **must:**

- attend full-time status, 12 credits or more *required* credits per semester (credits required for degree completion)
- matriculated/degree seeking student
- maintain good academic standing by meeting **program pursuit** and **satisfactory academic progress** requirements as detailed below

I. Program Pursuit is defined as:

- completion of at least **6 credits** during each term of study in the **first year** for which an award is received; or
- completion of at least **9 credits** during each term of study in the **second year** for which an award is received; or
- completion of at least **12 credits** during **each subsequent term** for which an award is received.
- Grades acceptable for meeting the pursuit requirement include passing and failing grades of A through F and any other grade that signifies that the student completed all necessary assignments and attended the entire term.
- View the HESC TAP website for more information on student eligibility criteria

II. Satisfactory Academic Progress

a. This Satisfactory Academic Progress chart is for non-HEOP students first receiving aid in 2010-11 and thereafter:

***Before* being certified for this payment**	**A student must have accrued at least this many credits**	**With at least this grade point average**
First	0	0.000
Second	6	1.500
Third	15	1.800
Fourth	27	1.800
Fifth	39	2.000
Sixth	57	2.000
Seventh	66	2.000
Eighth	81	2.000
Ninth	96	2.000
Tenth	111	2.000

b. The Satisfactory Academic Progress chart below is for **HEOP students** first receiving aid in 2007-08 and thereafter and for students who received aid in 2007-08 through and including 2009-10:

***Before* being certified for this payment**	**HEOP student must have accrued at least this many credits**	**With at least this grade point average**
First	0	0.000
Second	3	1.100
Third	9	1.200
Fourth	21	1.300
Fifth	33	2.000
Sixth	45	2.000
Seventh	60	2.000
Eighth	75	2.000
Ninth	90	2.000
Tenth	105	2.000

New York State Higher Education Services Corporation (HESC)

HESC in NY administers programs of assistance for children of deceased or disabled veterans, and of deceased corrections officers and fire fighters. Direct grants are available to Vietnam-era veterans. New York State also provides grants and scholarships to students who concentrate in specific fields of study, including education, nursing, physical therapy and occupational therapy. Additional information may be obtained on the HESC website at www.hesc.ny.gov

Summer Accelerated Study

At Russell Sage College, enrollment for the summer term is always considered accelerated study. In addition to meeting general TAP eligibility criteria, students qualify for accelerated study awards only upon earning 24 credits applicable to their degree program in the prior two semesters at Russell Sage College. Transfer credits cannot be used to meet the accelerated study requirement. The required 24 credits can be earned in any combination (e.g. 6 in the fall and 18 in the spring).

For the purpose of determining eligibility for a state award for the accelerated study at Russell Sage College, an earned credit is a credit for which the student has taken at Russell Sage College, received a passing grade and which is applicable to the student's degree program.

Requirement for accelerated study apply to all full-time study scholarships that do not allow for part-time study. Veteran's Tuition Awards and Part-Time TAP Awards for student with disabilities are not affected by the accelerated study requirement.

There is no waiver provision available for students who do not meet the accelerated study earned credits requirement.

Part-time Study

Contact the Russell Sage College Office of Financial Aid (finaid@sage.edu) to learn more about TAP awards for part-time study. (HESC)

Loss of Good Academic Standing

Students who lose good academic standing in a term when they received a state grant or scholarship are not eligible for an award for the next term.

Reinstatement of Good Academic Standing

Students who have lost good academic standing may restore this standing in one of the following ways: make up past academic deficiencies by completing one or more terms of study without receiving any state grants or scholarships; be readmitted to school after an absence of at least once year; transfer to another school, or be granted a waiver.

One-Time Waiver

New York State Commissioner of Education regulations permit students to receive a one-time waiver of the good academic standing requirement. The waiver is not automatic, and may only be granted in extraordinary or unusual circumstances which are beyond the control of the student. There must be a reasonable expectation that the student will meet future requirements. To request a one-time waiver, students must submit a completed one-time waiver application along with supporting statements and documentation. One-time waiver applications are available in the Financial Aid office. If granted, the waiver becomes part of the student's financial aid record and the student is expected to meet good academic standing requirements thereafter.

Please note that applying for a one-time TAP waiver is not a guarantee that you will be approved. In addition, the decision made by the appeals committee is final and not subject to appeal. However, in the event that a request is denied, the student may submit additional documentation for review if they feel it is pertinent to the original TAP waiver request.

C Average Requirement

Students who have received the equivalent of two or more full years of state-funded financial aid must have and maintain a cumulative GPA of C (2.000 on a 4.000 grading scale) or better to be eligible for continued state-funded assistance. Cumulative GPA for readmitted students who have previously attended Russell Sage College is based on prior grades at Russell Sage College. Students who are denied an award for failing to achieve a cumulative GPA of C can regain award eligibility by completing appropriate coursework, without state support, to achieve a cumulative GPA of C. Students cannot regain eligibility by remaining out of school for a period of time.

Waiver of the C Average Requirement

The C average requirement may be waived for undue hardship based on the death of a student's immediate family member; or the student's personal illness or injury; or other extenuating circumstances. To request a C average waiver, students must submit a completed waiver application along with the appropriate supporting documentation. C average waiver applications are available in the Financial aid office. If granted, the waiver becomes part of the student's financial aid record and the student is expected to meet good academic standing requirements thereafter.

Repeated Courses

Courses in which the student has already received a passing grade cannot be included in meeting full-time study requirements for state-sponsored financial aid.

Repeated courses may be counted toward full-time study requirements if a student repeats a failed course, if a student repeats the course for additional credit, or when a student has received a grade that is passing at the institution but is unacceptable in a particular curriculum.

Ombudsman

When reasonable efforts through other channels have not resolved a dispute or problem regarding federal education loans, students can contact the Student Financial Assistance Ombudsman. The U.S. Department of Education's Ombudsman Office can propose solutions that may help students and other parties come to a final agreement, although an ombudsman can't reverse a decision or take sides. Contact the ombudsman at:

1-877-557-2575
www.ombudsman.ed.gov
Office of Ombudsman
Student Financial Assistance
Room 3012, ROB #3
7th & D Streets, SW Washington, D.C. 20202

Undergraduate Satisfactory Academic Progress (SAP) Policy

Academic progress for financial aid eligibility is monitored by the Office of Financial Aid (finaid@sage.edu) through established guidelines. See sage.edu, sage.edu/admission/financial-aid/, for more information.

Federal regulations (Section 667.16(e), 668.32(f), and 668.34) require that schools monitor the academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress toward earning their degree. This determination of progress must be made at least once a year and before the financial aid office disburses any federal aid funds for the subsequent semester.

Students who are aware of learning or other disabilities should immediately contact the Office of Accessibility Services so that appropriate accommodations can be made. A student with a documented disability and functional limitations is still held to the same academic expectations as other students. If the student is registered with the Office of Accessibility Services and is receiving appropriate accommodations, the student should be able to maintain satisfactory academic progress for financial aid eligibility purposes.

Pursuant to federal regulations, the following constitutes Russell Sage College policy on satisfactory academic progress for undergraduate students.

Maximum hours to earn degree: To quantify academic progress, a school must set a maximum time frame in which a student is expected to complete a program. For an undergraduate program, the maximum time frame cannot exceed 150% of the published length of the program measured in credit hours attempted. The majority of undergraduate programs require 120 hours for graduation. The maximum time frame for students in these programs is 180 attempted hours (120 x 1.5=180). Students whose programs require more than 120 hours for a degree will have a higher limit.

- *As expressed in years:* Students are normally expected to complete an undergraduate degree by the end of 4 years of full-time study. Therefore, students will forfeit their eligibility to participate in federal financial aid programs after 6 years of full-time enrollment (4 x 1.5 = 6).
- *Withdrawals:* Grades of W are counted as courses attempted and count toward the maximum time frame.
- *Audited Courses:* Students do not earn any academic credits for audited courses. They do not count in the calculation of "attempted hours."
- *Pass/Fail Courses:* These hours do count within the total attempted and earned hours.
- *Transfer Credits:* Transfer credits accepted for the student's academic program or degree are counted when measuring the maximum time frame to complete the degree or program. Russell Sage College does not accept for credit any transfer grades lower than C-.
- *Repeat Policy*: Federal and institutional aid students can repeat a course once. The most recent attempt will count towards GPA as well as in the calculation for attempted and completed credits.
- *Double Major and/or Minors:* Students who receive permission from their Dean to pursue a double major/minor will normally be expected to complete all degree requirements before reaching 180 attempted hours.
- *Change in Major*: Students who change their major will normally be expected to complete all degree requirements before reaching 180 attempted hours.
- *Second Bachelor's Degree:* A student who has already been awarded a bachelor's degree may apply for a second degree only if the second degree is different from the first degree. Ordinarily, a second degree at the undergraduate level is discouraged, and a graduate degree is encouraged.

- Students working toward a second bachelor's degree are no longer eligible for Federal Pell Grants and Federal SEOG grants.
- Undergraduate students are limited in how much they can borrow under the Federal Stafford Loan Program and the Federal Perkins Loan Program. These limits are not increased for students working on a second bachelor's degree.

Satisfactory Academic Progress

Students have a limited amount of time to complete their undergraduate degree requirements. To earn our basic undergraduate degree, students must successfully complete 120 credit hours. Undergraduate full-time status equals 12 or more credits per semester. However, in order to graduate in 4 years, a student must complete 30 credits each academic year. Federal or institutional aid recipients enrolled less than full-time are required to meet these standards on a basis proportional to their enrollment status.

All transfer credits accepted by Sage will be considered attempted and completed credits for purposes of determining Satisfactory Academic Progress. For example, if a student transfers in 60 credits, he/she will be required to maintain a cumulative 2.000 GPA in order to be considered in good academic standing.

For a student to be considered as progressing normally and maintain eligibility for federal and institutional financial aid; students must achieve specific quality (grade point averages) and quantity (credits earned) standards. Below are outlines of academic standards which must be met to comply with federal and institutional requirements. Academic progress is monitored by the Office of Financial Aid through established institutional guidelines.

Attempted Credits **Attempted credit hours include all credits attempted at Russell Sage College as well as credits that were accepted as transfer.**	**Cumulative GPA (minimum)**	**Pace of Completion (minimum)**
0 – 30 credits	1.500	67.000%
30.5 – 47.5 credits	1.750	67.000%
48 or more credits	2.000	67.000%

Procedures

Each aid recipient's record will be evaluated at the end of the spring semester to determine that the student is meeting the standards described above. If the student has reached the maximum number of scheduled hours without earning the degree, the student must be excluded from further participation in federal financial aid programs.

Federal regulations require that these standards apply to all students, even to first-time aid applicants who have previously enrolled at Russell Sage College, or to those who have not been formally placed on probation.

Right to Appeal

Students have the right to appeal any decision of ineligibility to continue to receive financial assistance. Appeals must be filed within 30 days of notification that aid eligibility has been lost. An appeal must be typed and sent to the Director of Financial Aid, Office of Student Services, 65 First Street, Troy, NY 12180. The appeal may not be based upon a need for assistance or lack of knowledge that assistance was in jeopardy. An appeal would normally be based upon some unusual situation or condition which prevented the student from passing more courses, or which necessitated that the student withdraw from classes. Examples of possible situations include documented serious illness, severe injury, or death of a family member. See Sage.edu for the Satisfactory Academic Progress Appeal Form.

If students do not have grounds for an appeal, or if an appeal is denied, students may still be able to regain eligibility for future semesters. This is done by enrolling at Russell Sage College at the student's own expense - without financial assistance - and meeting Russell Sage College satisfactory academic progress guidelines.

Appeal Approval Conditions

Appeals can only be approved if the Financial Aid Appeals Committee determines:

- that the student will be able to meet Russell Sage College's satisfactory academic progress after the next payment period; and,
- there is a letter of support from the student's academic advisor.

If an appeal is granted, the student will receive aid on a conditional basis for one semester. The conditions will be outlined in the letter sent to the student granting the appeal. The Financial Aid Appeals Committee will review the student's record at the end of the semester to determine their status for the following semester. Students who fail to meet the conditions outlined by the committee during their conditional semester will not be allowed to submit a subsequent appeal. During the time the student is placed on probation, he/she must successfully complete the semester without any failures, incomplete grades, or withdrawals.

See Sage.edu for the most up-to-date information from the Office of Financial Aid: Undergraduate Satisfactory Academic Progress

Student Life

Mission Statement

Mission

The Student Life division provides programs, services, opportunities, and environments for students to become engaged in educationally purposeful activities outside of the formal classroom. The comprehensive program is intended to build responsible communities of learners, support the overall educational and personal development of each student, assist students with accomplishing their educational goals, and prepare students to lead in the 21st century. The Offices are located on the 2nd Floor of McKinstry Hall in Troy (518) 244-2207 and on the 2nd floor of the Kahl Campus Center at Albany (518) 292-1753.

Vision

Student Life creates an environment that is purposeful, exciting and rewarding. As the nucleus for collaborative living and learning Student Life serves to create self-aware, responsible leaders, and engaged citizens.

Core Values

- Learning happens everywhere
- Students are at the center of the institution
- Students are responsible for their own learning
- Collaboration leads to more effective service

See Sage.edu for more information: https://www.sage.edu/student-life/

Student Handbook

Russell Sage College Student Handbook contains detailed information about on-campus organizations and events, policies and procedures, and key services available to students.

See Sage.edu for more information: https://www.sage.edu/student-life/student-handbook/.

Student Life Departments

There are many resources available on campus to help students thrive at Russell Sage College.

- Athletics
- Accessibility Services
- CARE Team
- Deans of Students
- Hiatus (leave of absence and withdrawal process)
- Public Safety
- Recreation & Fitness
- Residence Life
- Spiritual Development
- Student Accountability
- Student Activities
- Student Handbook
- Student Life Office
- Wellness Center

Form More Information

- Student Life Office: https://www.sage.edu/student-life/office/
- Contact: deanofstudents@sage.edu

Tuition and Fees

Outstanding Financial Obligation

All student balances must be paid in full unless the student has been awarded and accepted financial aid sufficient to cover the outstanding balance or is enrolled in the College's payment plan. Students are

permitted to attend classes and utilize College facilities only after they have settled their financial obligations to the College. Any subsequent modification to an expected amount of financial aid or student loan remains the full responsibility of the student and must be paid in full by the student.

- Failure to fully pay the financial obligation by the payment due date will result in the removal of registration from any or all classes. See the Academic Calendar for the de-registration dates.

In addition to following application and verification procedures for financial aid, the student's eligibility must be confirmed and the student must accept offered awards electronically in Self Service before those amounts can be applied as payment against tuition and fees. Please note that loan programs require an extended period of processing before the loan amount is credited to the student's account.

An unpaid financial obligation to the College may affect future financial aid awards, pre-registration, participation in athletics, and resident room selections. Contact studentaccounts@sage.edu for more information.

Payment Due Dates

Payment Due Dates

Semester	Payment Due Date
Summer 2025	May 1, 2025
Fall 2025	August 1, 2025
Spring 2026	December 2, 2025
See sage.edu for more information.	

Room & Board Charges

Room Charges

Troy Campus - New Students	Per Semester
Double or Triple	$3376.00
Single	$3728.00
Double (French, Esteves, Sage)	$3626.00
Single (French, Esteves, Sage)	$3978.00
Troy Campus - Returning Students	**Per Semester**
Double or Triple	$3126.00
Single	$3478.00
Double (French, Esteves, Sage)	$3636.00
Single (French, Esteves, Sage)	$3978.00
Albany Campus	**Per Semester**
Double	$3376.00
Single	$3728.00
4 BR Suite @ UHCS	$4150.00

Board Charges

Undergraduate resident students must choose one of the following board plans. Non-resident students have the option of choosing a board plan or a declining balance plan. The following board charges are not refundable. Refer to the Adjustments for Tuition, Room and Board section of the Tuition Liability Policy for adjustments to board charges due to a student's withdrawal from the College or an approved leave of absence.

Resident Meal Plans	Per Semester
Ultimate	$3942.00
Around the Block	$3942.00
Suite 100	$1714.00
Suite 75	$1500.00
Commuter Meal Plans (optional)	**Per Semester**
Plans available	$200-$527

Room & Board information in Sage.edu

Student Accounts Office

The Office of Student Accounts assists students with account billing and payments. Your student account refers to your financial account here at Sage. Russell Sage College billing system is online and available 24/7. Students can utilize the online system to view current statements of account, make a payment online, view activity, and see previous statements**.**

View billing statements to **Self Service** - **Student Finance** and then continue to the **Student Accounts Payment Center** (touchnet). (My Profile Setup - Authorized Users - Add Authorized User)

The College no longer regularly mails paper statements. Students will receive email notifications from studentaccounts@sage.edu to their Sage Gmail (@sage.edu) account when their statements have been published.

Students are able to add additional users to their account (parents, guardians, spouses, or employers) so others may view their tuition bills and make payments online. To access account and tuition bill information, log-in to Self Service - Student Finance.

Visit the Student Accounts website on Sage.edu, https://www.sage.edu/admission/tuition-fees/, for the most up-to-date information.

Tuition Adjustment Schedules

Tuition Adjustment/Tuition Liability Information
• Contact the Office of Student Accounts (studentaccounts@sage.edu) for more information.

Tuition Adjustment Schedule for Classes that Meet Regularly Throughout a Fall or Spring Semester, A Full Semester Class with Both In Class and Online Components, or A Class that is Fully Online | Withdrawal Date (or the Leave of Absence Date)
Adjustment:
• Prior to the start of the second week of classes 100%
• Prior to the start of the third week of classes 75%
• Prior to the start of the fourth week of classes 50%
• Prior to the start of the fifth week of classes 35%
• Prior to the start of the sixth week of classes 25%
• After the start of the sixth week of classes 0%
• No adjustments will be made after the start of the sixth week of classes.

Tuition Adjustment Schedule for classes that do not meet regularly throughout a Fall or Spring Semester and do not have an Online Components | Withdrawal Date (or the Leave of Absence Date)
Adjustment:
• Prior to the start of the fourth class hour 100%
• Prior to the start of the seventh class hour 75%
• Prior to the start of the 10th class hour 50%
• Prior to the start of the 13th class hour 35%
• Prior to the start of the 16th class hour 25%
• After the start of the 16th class hour 0%
• No adjustments will be made after the start of the 16th class hour.

Tuition Adjustment Schedule for Summer semester classes | Withdrawal Date (or the Leave of Absence Date)
Adjustment:
• Prior to the start of the second week of classes 100%
• Prior to the start of the third week of classes 50%
• Prior to the start of the fourth week of classes 25%
• No adjustments will be made after the start of the fourth week of classes.

Room & Board Adjustment Schedule | Withdrawal Date (or the Leave of Absence Date)
Adjustment:
• Prior to the start of the second week of classes 100% (less $200 housing contract breakage fee)
• After the start of the second week of classes 0%
• No adjustments will be made after the start of the second week of classes.

Tuition & Fees

The deposits, tuition, room, board and fees in effect for the academic year and are subject to change without prior notice by the Russell Sage College Board of Trustees.

- **For the most up-to-date tuition information go to,** https://www.sage.edu/admission/financial-aid/tuition-fees/undergraduate-costs/ or contact studentaccounts@sage.edu.

Tuition	Per Credit	Per Semester	Per Year
Full-time	- -	$19131.00	$38262.00
Part-time	$1277.00	- -	- -
Overload Fee (more than 18 credits)	$1277.00		
Audited Courses	$164.00		
Summer Courses (UG)	$608.00		

Semester, Program, Activity and Other Fees

Comprehensive Fee/Full-time Student (per semester)	$775.00
Applied Art Fee (per credit)	$25.00
Applied Music Fee (per course)	$600.00
Student Teacher Placement Fee	$250.00
Kaplan Fee (UG Nursing select courses)	$456-$516
Study Abroad Fee (one time)	$300.00
Activity Based and Other Fees	
Orientation Fee	$250.00
Late Payment Fee	$50.00

Transcript Request via National Clearinghouse	$2.90
Returned Check Fee	$25.00
Note: the above fees are not refundable or subject to adjustment	

Faculty

Russell Sage College Faculty

Directory & Contact Information	Offices & Centers

OFFICE OF THE PRESIDENT

Matthew Shaftel, President; PhD, MPhil, BA, Yale University
Laura D'Agostino, Chief of Staff and Executive Assistant to the President; BA, SUNY-Geneseo
Theresa Hartshorn Hand, Provost; OTD, Creighton University, MS, Sage Graduate School, BS, University of New Hampshire

UNDERGRADUATE DEAN

Andrea Rehn, Undergraduate Dean and Dean of School of Arts & Sciences; PhD, Cornell University, MA, Cornell University, BA University of California, Berkeley

ACADEMIC DEPARTMENTS (Links to sage.edu)

Biology & Health Sciences (link)	Nursing (link)
Chemistry, Physics & Mathematics (link)	Nutrition (link)
Education (link)	Psychology (link)
Interdisciplinary Studies (link)	Visual & Performing Arts (link)
Management (link)	

FACULTY

Daniel S. Alemu, Professor; PhD, Illinois State University, MS, Eastern Illinois University, BA, Addis Ababa University
Catherine Allain, Assistant Professor of Education, EdD, MS, BS, Russell Sage College
Jennifer Anderson, Assistant Professor/Electronic Resources Librarian
Teresa Armon, Assistant Professor; MS, Russell Sage College, BA, State University of New York at Albany
Robin Arnall, Assistant Professor; PhD, Chicago School of Professional Psychology, MS, University of Phoenix, BS, Missouri Southern State University
Jillian Austin, Lecturer of Health Education
David Baecker, Professor of Theater; MFA, Florida State University, BA, Washington University in St. Louis
Chantal Baril, Assistant Professor of Mathematics
Marisa Beeble, Professor of Community Psychology; PhD, Michigan State University, BA, Russell Sage College
Leslie Bennett, Associate Professor; OTD, MS, Creighton University, MS, BS, Russell Sage College
Stephanie Bennett-Knapp, Associate Professor; PhD, MPH, MA, BA, University at Albany
Becky J. Bernhardt, Associate Professor; OTD Creighton University, MS, Russell Sage College, BS, University of Kansas
Simona Bortis-Schultz, Lecturer, Graphic + Media Design
Kimberly J. Brayton, Associate Professor of Forensic Mental Health; PhD, Palo Alto University, JD Golden Gate School of Law
James Brennan, Associate Professor; PhD, University of Massachusetts, MA, The Ohio State University, BS, Springfield College
Kelly Brock, Associate Professor of Physical Education; PhD Concordia University Chicago, MSE, Canisius College, BS, Russell Sage College
Mary Brockett, Assistant Professor of Biology & Health Sci
Sarah Brockway, Assistant Professor of Occupational Therapy; EdD, MS, Russell Sage College, BA, State University of New York at Geneseo
Haidy Brown, Associate Professor of Management; PhD, MPA, BA, University at Albany
Eileen Brownell, Lecturer (fall 2025), Professor Emeriti; PhD, Northcentral University, MS, State University of New York at Albany, BS, State University of New York at Farmingdale
Margaret Bruce, Assistant Professor of Education
Ann Burkhardt, Associate Professor of Occupational Therapy; OTD, Creighton College, MA, New York University, BA, Wheaton College
Lynn Capirsello, Assistant Professor of Interior+Spatial Design; MS, BFA, Syracuse University
Lesley Caracci, Assistant Professor of Nursing; MS, University of Massachusetts Boston, BS, Syracuse University
David Casamento, Assistant Professor of Educational Leadership; EdD, Russell Sage College, MA, BS, Hofstra University
Anthony Cinque, Lecturer of Interior + Spatial Design; BFA, BBA, Russell Sage College
Brian Cirmo, Assistant Professor, Art + Ext Media
Karen Conway, Lecturer of Interior + Spatial Design; BFA, Russell Sage College, BS, Cornell University
Tracey A. Continelli, Associate Professor; PhD, State University of New York at Albany
Andrew Cook, Lecturer of Psychology
Vincent Corcoran, Instructor of Counseling and Community Psychology; PhD, BS, Fordham University
Cheryl Davis, Assistant Professor; PhD, Endicott College, MS, Simmons College, BS, University of Connecticut
David DeBonis, Professor of Speech Language Pathology; PhD, University at Albany, MS, Pennsylvania State University, BS, The College of Saint Rose
Theresa DeLorenzo, Instructor of Nutrition

Emilie Deck, Assistant Professor of Nursing

Reina Del Rio, Assistant Professor Nursing

Erica Dessingue, Assistant Professor of Occupational Therapy; OTD Chatham College, MS, BS, Ithaca College

Andrea Dievendorf, Assistant Professor of Biology; DC Palmer College of Chiropractic

John Dion, Associate Professor of Management; DBA, Newcastle University, MBA, Western New England University, BA, Beloit College

Cathron Donaldson, Assistant Professor of Physical Therapy

Joseph Dragone, Assistant Professor of Educational Leadership; PhD, MS, University at Albany, MS, BS, The College of Saint Rose

Francesca Durand, Associate Professor of Educational Leadership; PhD, MS, State University of New York at Albany, BS, State University of New York at Binghamton

Jacob Ebbs, Assistant Professor of CJ, Law, & Behavior Sci

Erin Elkins, Associate Professor of Physical Therapy; EdD, DPT, BA, Russell Sage College

Clarence Ellis, Assistant Professor of Educational Leadership

Jessica Evans, Assistant Professor of OT

Mercedes Fabian, Visiting Assistant Professor of Criminal Justice, Law, and Behavioral Science

Kristiana M. Feeser, Assistant Professor of Education, Sports Science; PhD, MA, MA, Southern Illinois University, BA Western Kentucky University

Marcy A. Fiet, Associate Professor of Nursing; MS, State University of New York at Stony Brook, BS, Russell Sage College

William Fillmore, Associate Professor of 3D Art and Extended Media; MFA, Indiana University, BA, California State University

Lori Finn, Assistant Professor; PhD, MPhil, The Graduate School and University Center of the City University of New York, MA, Queens College (CUNY), BA, Clark University

Andrew Gaetano, Assistant Professor of Physical Therapy; DPT, Ithaca College

Kim Gendron, Assistant Professor of Nursing

Teresa Gendron, Assistant Professor of Education

Tracy Gilbert, Assistant Professor of Creative Arts in Therapy; MA, Lesley University, BFA, Rochester Institute of Technology

Morgan Gmelch, Assistant Professor/Acquisitions and Cataloging Librarian

Maureen Gokey, Associate Professor of Writing; PhD Cand., State University of New York at Albany, MA The College of Saint Rose, BA, St. Bonaventure University

Jeffrey Golden, Assistant Professor of Criminal Justice, Law & Behavioral Science; JD, University of Illinois, Chicago, MS, Saint Leo University

Kathleen Gormley, Professor of Literacy; PhD, MS, State University of New York at Albany, BS, Russell Sage College

Donald Graves, Associate Professor of Psychology, PhD, University at Albany, MS, St. Bonaventure University, BS SUNY Cortland

Thomas A. Gray, Associate Professor of Chemistry; PhD, University of Florida, MS, BS, Emory University

Nathanael Green, Assistant Professor of the Practice of Writing; MFA, Rosemont College, BS, Drexel University

Janet Hakey-Brusgul, Assistant Professor; DPT, Russell Sage College, MS, Long Island University, BS, University of Vermont

Margaret Hambrose, Assistant Professor of Occupational Therapy; OTD, Quinnipiac University, MS, BS, Duquesne University

Kelli Hamm, Assistant Professor of Biology; PhD. State University of New York at Albany

Alicia Harlow, Associate Professor; PhD, Ball State University, MS,. San Francisco State University, BA, Eastern Michigan University

Sonya Hauser, Associate Professor of Nutrition; PhD, MS, Tufts University, BS, Russell Sage College, BA, Houghton College

Laurie Hepler, Assistant Professor of Physical Therapy; DPT, Temple University, MS, BS, Thomas Jefferson University, BS, Juniata College

Marybeth Hoefs, Lecturer of Occupational Therapy; BS Utica College

Jennifer Horn, Lecturer or Expressive Arts in Mental Health; MA, New York University, BA, Villanova University

Sean Hovendick, Professor of Graphic + Media Design; MFA, Syracuse University, BS, Eastern New Mexico University

Kenneth J. Howard, Associate Professor of Biology; PhD, University of Wisconsin, Madison

Ryan Hunlock, Lecturer of Criminal Justice, Law, & Beh Sci

Donald James, Visiting Assistant Professor for the CITE Instructional Leadership program

Susan M. Jenks, Professor of Biopsychology; PhD, MS, University of Connecticut, BA, Vassar College

Kristie Kaczmarek-Stewart, Assistant Professor of Biology & Health Sci

Ekaterina Kagan, Professor of Spanish; PhD, MA, BA, Moscow State University

Thomas C. Keane, Professor of Chemistry; PhD, MS, Rensselaer Polytechnic Institute, BA, Hunter College

Katherine Keefe, Lecturer of Nursing

Glenda B. Kelman, Professor of Nursing; PhD, New York University, MS, BS, Russell Sage College

Elizabethe Kelley, Associate Professor of English; PhD, Binghamton University

Jae Kyun Kim, Assistant Professor of Sociology

Justin Kimber, Assistant Professor of Mental Health Counseling and Community Psychology; PhD University at Albany, MA, BS, University at Buffalo

Pamela Ko, Associate Professor of Law; JD, City University of New York School of Law, MA, Wake Forest University, BA, University of Rochester

Amanda Koennecke, Assistant Professor of Nursing; DNP, University of New Hampshire, MS, State University of New York at Stony Brook, BS, State University of New York Institute of Technology

Christina Lane, Associate Professor of Criminal Justice; PhD, MA, State University of New York at Albany, BA, MA, University of Alberta

Kristi LaMonica, Associate Professor of Biology, PhD, Wesleyan University

Janel M. Leone, Associate Professor of Law & Society; PhD The Pennsylvania State University, BA, Franklin and Marshall College

Holly Lockrow, Assistant Professor of Occupational Therapy; OTD, Utica University, MS, Russell Sage College, BS, Worcester State University

Erinn Lyons, Lecturer of Nursing

Anthony Majeran, Assistant Professor of Nursing; MSN, Stevenson University, BSN, BA, University of Maryland College Park

Tasneem Mandviwala, Assistant Professor of Psychology

Laura McClure, Assistant Professor of Nutrition; MS, Emory University, BS, College of William and Mary

Matthew McElligott, Professor of Graphic Design; MA State University of New York at Buffalo, BFA, Alfred University

Sandra McGinnis, Assistant Professor of Nursing Healthcare Research

Julie McIntyre, Associate Professor of Psychology; PhD, MS, Syracuse University, BA, State University of New York at Plattsburgh

Victoria McMullen, Assistant Professor of Nursing; MSN, BSN, Stony Brook University

Shealeen Meaney, Associate Professor of English; PhD, State University of New York at Albany, MA, University of Tennessee, BA State University of New York at Geneseo

Nancy J. Michela, Associate Professor of Nursing; DAHS, State University of New York at Albany, MS, BS, Russell Sage College, BS, State University of New York at Albany

Rebecca Moore, Assistant Professor of OT

Gayle Morse, Professor of Psychology; PhD, State University of New York at Albany; BA, Kennesaw State University

Tonya Moutray, Professor of English; PhD, University of Connecticut, MA, University of Nebraska, Lincoln

Christine Mulligan, Assistant Professor; MS, BS, Russell Sage College

Timothy Mundell, Assistant Professor of Education, Instructional Leadership; EdD, Northcentral University, MA, Stony Brook University, BA, Oneonta State University

Kari Murad, Associate Professor of Biology & Health Sci

Marci Murphy, Assistant Professor of Health Sciences; MS, Colorado State University

Michael Musial, Professor of Music; MM, MA, BFA, State University of New York at Buffalo

Michelle Napierski-Prancl, Professor of Sociology; PhD, State University of New York at Albany, BA, Siena College

Emilly A. Obuya, Associate Professor of Chemistry; PhD, State University of New York at Binghamton, BS, Kenyatta University

Patiricia O'Connor, Professor of Psychology; PhD, MA, New York University, BA, St. Mary's College

Cheryl Ostryn, Associate Professor; PhD, The Pennsylvania State University, MS, BS, Middlesex University

Tyler Owitz, Assistant Professor of Nursing

Rachael Paige, Assistant Professor of Nursing

Amy Pass, Assistant Professor/Student Success Librarian

Sandra Penny, Assistant Professor of Physics; PhD, MS, University of Washington, BS, University of Oregon

Michael Piccirillo, Assistant Professor of Educational Leadership

Jack Pickering, Professor of Speech Language Pathology; PhD, Ohio University, MA, BA, University of Maine

Selina Preyer-Blakney, Assistant Professor of Nutrition; MS, Russell Sage College, BPS, Culinary Institute of America

Hope Raggs, Assistant Professor of Nursing; MS, BS, Russell Sage College

Katrin Ramsey, Associate Professor; DSc, Rocky Mountain University, MS, Columbia University, BA, Lafayette College

Nancy Ranft, Associate Professor; OTD, Rocky Mountain University, BS, The Ohio State University

Mary Rea, Professor of Biology; PhD, Rensselaer Polytechnic Institute, MS, University of Ottawa, BS, The Ohio State University

Leah Rico, Assistant Professor of Graphic + Media Design; MFA, BFA, State University of New York at Buffalo

Alexa Robinson, Lecturer of Nursing

Gabriella Rounds, Assistant Professor of Nursing; MS, BS, BA, Russell Sage College

Sarah Russell, Lecturer; MS, Russell Sage College, BA, Ashford University

Sarah Salvatore, Assistant Professor of Physical Therapy; EdD, Russell Sage College

Jody Scardillo, Professor of Nursing; DNP, Oakland University, MS, Russell Sage College, BS, State University of New York Regents College

Ali Schaeffing, Assistant Professor of Geography; PhD, University at Albany

Lisa Schmitt, Assistant Professor of Nutrition; MS, BS, Russell Sage College

Tiffany Schermerhorn, Assistant Professor of Nursing; MS, BS, Russell Sage College, BA, Siena College

Lisa Schmitt, Assistant Professor, Nutrition

Sara Senecal, Instructor of Dance; MFA, Jacksonville University, BA, State University of New York at Buffalo

Deb Shea, Assistant Professor of Education

Rupali Singh, Associate Professor; PhD, University of Kansas Medical Center, BPT, Punjabi University

Alexis Sky, Lecturer of Art History

Kelly Smith, Assistant Professor of Childhood Education; MS, BS, Russell Sage College

Peter Stapleton, Associate Professor; PhD, MA, Springfield College, BA, The College of St. Rose

Harvey J. Strum, Professor of History; PhD, MPA, BA, Syracuse University

MaryEllen Tedesco, Assistant Professor of Management, MS, BS, Russell Sage College

John Tine, Assistant Professor of Biology; PhD, Albany Medical College, BS, Siena College

Andrew Unser, Lecturer of Nursing; MS, Excelsior University, BA, University at Buffalo
Michele Van Buren, Lecturer of Nursing; MS, BS, Russell Sage College
Julie Verette-Lindenbaum, Assistant Professor of Psychology; PhD, MA, University of North Carolina, Chapel Hill, BA, University of California Los Angeles
Martha Wasserbauer, Assistant Professor of Nutrition; MS, Syracuse University, BS, St. Lawrence University
Lynne Wells, Associate Professor; EdD, Russell Sage College, MS, State University of New York at Albany, BS, State University of New York at Plattsburgh
Brian White, Assistant Professor of Economics & Finance
Christopher J. White, Assistant Professor/Director of Libraries
Mykha'el Wilson, Assistant Professor of Accounting
Courtney Wrenn, Lecturer of Art Education, MFA, Maryland Institute College of Art, MS, Endicott College, BS, New York University
Huimin Xu, Associate Professor; PhD, University of Arizona, BS, Xidian University
Marlene Zakierski, Professor of EDL; PhD, Fordham University, MS, Pace University, MS, BA, College of New Rochelle

Faculty Emeriti

Faculty Name	Title
Rayane AbuSabha	Professor
Catherine Adams	
Rolf Ahlers	Professor
Barbara B. Amason	Professor
Olga Andruskiw	Professor
Raymond Baechler	Professor
Freda Bailey	Associate Professor
Kim Baker	Associate Professor
Karen Balter	Associate Professor
J. Albert Barsamian	Professor
Melodie Bell-Cavallino	Associate Professor
Olivia Bertagnolli	Associate Professor
Michael Bienkowski	Associate Professor
Jayne Boisvert	Associate Professor
Caroline S. Booth	Associate Professor
Robert Bradley	Associate Professor
Mick Brady	
Eileen Brownell	Associate Professor
Madeline Cafiero	Associate Professor
Lisa Callahan	Professor
Irving Casey	Professor
Susan Cloninger	Professor
David Cluxton	Associate Professor
Laurae Coburn	Assistant Professor
Ellen Cole	Professor
Edwin Cook	Associate Professor
Thomas Cook	Associate Professor
Gladys Craig	Associate Professor
Joan Dacher	Professor
Ruth A. Damon	Associate Professor
Linda Davern	Associate Professor
Leigh Davies	Associate Professor
Melody Davis	Professor
Nancy De Korp	Assistant Professor
Carol DiMambro	Associate Professor
Kathleen Donnelly	Associate Professor
Virginia Earles	Professor
Margot Elacqua	Associate Professor
Ellen Fitzgerald	
Eileen FitzPatrick	Assistant Professor
Eileen Fitzsimmons	Professor
James Flosdorf	
Martha Frank	Professor
Connell Frazer	Professor
Elizabeth Fryer	
Roberta Gabrenya	Associate Professor
George Glaros	Professor
Ann Gothler	Professor
Robert Guerrin	
John Hammer	Associate Professor
Jack Harris	Professor
Esther Haskvitz	Associate Professor
Ruth L Healey	Professor
Frances P. Healy	Professor
Gertrude Heidenthal	Professor
John Heimke	Associate Professor
Alex Hetko	Associate Professor
Samuel Hill	Professor
Mary Hogan	
Melanie Hope	Associate Professor
Christine Ingraham	Professor
Linnea Jatulis	
Sybillyn Jennings	Professor
Mary Johnson	Associate Professor
Pamela Katz	Associate Professor
Marjory A. Keenan	Professor

Marjory Keenan	
Kathleen Kelly	Associate Professor
Kathleen Kennedy	Professor
David Kiner	Associate Professor
K. Scott Kinerson	Professor
Shirley L Kinerson	Professor
Debbie Kirsch	Associate Professor
Frederick H. Klappmeier	Professor
Rosalyn Koffman	Associate Professor
Judith Landers	Professor
Deborah Lawrence	Professor
Sally Lawrence	Dean, Vice President
Steven Leibo	Professor
Daniel Lewicki	Professor
Frank W. Lindsay	Professor
Harry A. Little	Professor
Harold Lohner	Associate Professor
Elizabeth Mahoney	Professor
Tina Mancuso	Associate Professor
Antonia Marinello	Associate Professor
Willie Marlowe	Professor
Timothy Martin	Professor
Dorothy Matthews	Associate Professor
Richard Mattox	Professor
Edward McAllister	Professor
Maureen McLeod	Professor
Peter McManus	Assistant Professor
Joseph Menditto	Professor
Doris P. Merrill	Professor
FaithJ. Meyer	Professor
Heidi Mitchell	Assistant Professor
Lona H. Moore	Associate Professor
James P. Moran	Professor
Linda Morrell	Associate Professor
Patricia Mosher	Associate Professor
Rita C. Murray	Professor
Ann Myers	Associate Professor
Jeanne Neff	President
Wendy Nelson	Assistant Professor
Vaughn Nevin	
William Niemi	Professor
William R. Owens	Professor
Christine Pakatar	Professor
Mary Lou Peck	Associate Professor

John Pelizza	Associate Professor
Marta Perez-Lopez	Associate Professor
Linda Peterson	Professor
Sandra Peterson-Hardt	
Elaine Phelan	Assistant Professor
Shirley Phillips	
Thomas Qualtere	Professor
Nancy Ranft	Assistant Professor
Nina Reich	
Carolyn Roberts	Professor
Jane Roberts	Professor
Sharon Robinson	Associate Professor
Adrienne Rogers	Professor
Bronna Romanoff	Professor
Julia Rothenberg	Professor
Joseph Rukanshagiza	Assistant Professor
Virginia Ryan	Associate Professor
Manijeh Sabi	Professor
Kristine Santilli	Associate Professor
Lilyan Saunders	
Geneva Sayre	Professor
Stephen Schechter	Professor
Kathleen Schultze	Associate Professor
Marjane Selleck	Associate Professor
Marjorie Semerad	Professor
Gary Shankman	Professor
Ellen Sinopoli	Studio Artist in Dance
Kathleen Skinner	Associate Professor
Andor Skotnes	Professor
Bernice S. Smith	Professor
Agnes P. Snyder	Professor
Norman C. Snyder	Associate Professor
Jeffrey Soleau	Professor
Sherman D. Spector	Professor
Christine Spraker	Professor
Michael Stahl	Assistant Professor
Elmer E. Stahlman	Professor
Helen Staley	
Dorothy Stanton	Associate Professor
Marion E. Stanwood	Associate Professor
Thomas Sweeney	Associate Professor
Isabelle W. Taylor	Professor
Barbara Thompson	Professor
Doreen Tiernan	Assistant Professor

Terrence Tiernan	Professor
Margaret S. Tompkins	Professor
Helen Triantafillou	Assistant Professor
John Tribble	Professor
Miriam L Tuck	Professor
Helen M. Upton	Associate Professor
Joan Van Bramer	Assistant Professor
Jack VanDerhoof	Professor
Danielle Vittone	Assistant Professor
Frank Vozzo	Associate Professor
Harry B. Waldorf	Professor
Rosalind M. Wang	Professor
Terrance Wasielewski	Associate Professor
Judy Waterman	Associate Professor
Susan Wheeler Weeks	Associate Professor
Hannelore Wilfert	
Donald E. Willetts	Professor
James Wilson	Director, Opalka Gallery
Arthur Young	
Arthur C. Yowig	Professor
Gloria M. Yowig	Professor
Thomas Zane	Associate Professor

Degrees and Major Programs

Academic Exploration

First year undergraduate students who are **undecided** or do not wish to declare a major at the time of enrollment (**undeclared**) may enter the **Academic Exploration** program (AEX)[1]. Students in the AEX program take a combination of courses in satisfaction of general education requirements and in areas of potential academic interest. Students may stay in the AEX program up to the completion of 45 credit hours or first year of study, at which point, they will be expected to declare a major program.

Because some major programs have specific course sequences, distinct admission criteria, or limited space availability, students in the AEX program work closely with our Directors of Academic Advisement. Students create an individualized plan consisting of courses that fit within their interests and will allow them to integrate seamlessly in to a major program and graduate on time. The Advising Offices also connect AEX students with on-campus resources, such as, Career Planning and Focus career assessment, to encourage students to actively explore all of their interests and strengths.

[1] ***Important Note****: in order to earn a bachelor's degree, students must successfully complete a major program. Diplomas are not granted for academic exploration.*

Academic Exploration

Degree Type
Other

****Diplomas are not granted for academic exploration. In order to earn a bachelor's degree, students must successfully complete a major program****

First year undergraduate Russell Sage College students who are unsure (undecided) or do not wish to declare a major at the time of enrollment (undeclared) may enter the Academic Exploration program (AEX).

Students in the AEX program take a combination of courses in general education and in subject areas of potential academic interest. Students may stay in the AEX program up to the completion of 45 credit hours or first year of study, at which point, they will be expected to declare a major program.

Students in the AEX program work closely with the Advising Office. Students create an individualized plan consisting of courses that fit within their interests and will allow them to integrate seamlessly in to a major program and graduate on time. The Advising Office also connects students with campus resources, such as, Career Planning staff and Focus career assessment, to encourage students to actively explore all of their interests and strengths. Note: Diplomas are not granted for academic exploration. In order to earn a bachelor's degree, students must successfully complete a major program. For more information about the academic exploration major contact: academicadvising@sage.edu.

Helpful Links: Major Programs | Resources for Undecided Students | General Education

Suggested Plan of Study - *Year 1*

Fall (15-16 credits)
• RSC 101 Thriving at Sage (first year seminar; general education)
• WRT 101 Writing in the Community (general education)
• Course in potential Major program
• Course in potential Major program
• Course in potential Major program *or* General Education course

Spring (15-16 credits)
• WRT 201 Researching in the Community (general education)
• Course in potential Major program
• Course in potential Major program
• Course in potential Major program
• General Education course

Degree Completion Notes

- Total credits required for bachelor's degree (minimum): 120 credits
- Successful completion of a Sage Major Program
- Completion of General Education coursework required
- 1/2 of major requirements must be completed at Sage

- Completion of liberal arts and sciences credits
- Cumulative GPA required for graduation (minimum): *See major program
- Major GPA required for graduation (minimum): *See major program

American Studies

American Studies Minor

Degree Type
Minor

The minor in American Studies allows students to focus on a specific period or issue in American Studies (Early American History, Literature, and Culture or Cultural Diversity in American Studies), or to simply draw from the full range of courses offered by the College. [18 credits]

I. Foundation

- Complete the following:

Item #	Title	Credits
AMS 101	Introduction to American Studies	3

II. History

- Complete one of the following:

Item #	Title	Credits
HST 105	History of the United States I	3
HST 106	History of the United States II	3

III. Literature

- Complete one of the following:

Item #	Title	Credits
ENG 206	American Literature II	3
ENG 208	American Literature I	3

IV. Minor Electives

Complete 3 elective courses with approval of the minor advisor. At least one of the courses must be from a discipline other than ENG or HST.

Item #	Title	Credits
	Elective other than History or English	3
	Elective	3
	Elective	3

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least a one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- A minimum of one-half of the required credits for the minor must be completed at Sage.
- GPA in Minor (required): 2.200 or higher

	Total Credits	18

Arts (Visual & Performing)

Art + Extended Media (B.F.A.)

Degree Type
Bachelor's

The BFA in Art + Extended Media at Russell Sage College is designed to prepare students to be artists in the 21st century. Our curriculum (AEM course descriptions) focuses on proficiency in diverse and new media, interdisciplinary research, critical thinking, community engagement, and professional practice. Students engage with the professional world outside the studio through internships, class-led public projects, and exhibitions. Art + Extended Media teaches students the critical thinking, aesthetic, technical, and professional skills needed to be successful in the world of contemporary art. [87 credits]

The Art + Design Department is accredited by the

National Association of Schools of Art and Design (NASAD). The B.F.A. curriculum comprises a number of distinct components designed to address a student's total experience:

- Advanced studio courses and studio electives that allow for exploration in a variety of traditional and new media.
- Senior Capstone I & II and studio courses that focus on a personal direction in the major in preparation for the B.F.A. exhibition.
- Art history and liberal arts courses that examine the role and relevance of the visual arts historically, socially, and culturally. A curriculum that equips students with the necessary skills and portfolio to enter graduate study or begin a career in the arts.
- Students develop professional capabilities, critical thinking skills and creative voice while building proficiency in technical skills. Students gain professional work experience as artists and designers by participating in internships, service learning, and student operated enterprises.

Core

Item #	Title	Credits
AEM 101	Drawing I	3
AEM 105	2D Studio Techniques 1	3
AEM 106	Sculpture Techniques 1	3
AEM 201	Photography I	3
AEM 206	Sculpture Techniques 2	3
AEM 207	2D Studio Techniques 2	3
AEM 222	Drawing 2	3
AEM 231	Ceramics I	3
AEM 250	AEM Studio 1	3
AEM 260	AEM Studio 2	3
AEM 327	Internship	3
AEM 350	AEM Studio 3	3
AEM 385	AEM Studio 4	3
AEM 421	Capstone I: Studio Theory	3
AEM 422	Capstone II: Production & Fabrication	3
AEM 423	Professional Practices	3
ARH 205	Art History I	3
ARH 206	Art History II	3
ARH 307	Modern Art & Criticism	3
ARH 333	Contemporary Art Criticism & Theory	3
GMD 217	Imaging I	3
GMD 220	Imaging II	3
	Studio or Art History Electives	21

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 2.200
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework

Suggested Program of Study

Year 1 - Fall

AEM 101 Drawing I
AEM 105 2D Studio Techniques 1
GMD 217 Imaging I
RSC 101 Thriving at Sage
WRT 101 Writing in Community

Year 1 - Spring

AEM 222 Drawing II
GMD 225 Time Arts
GMD 220 Imaging II
WRT 201 Researching in Community
General Education Course

Year 2 - Fall

AEM 106 Sculpture Techniques 1
ARH 205 Art History I
GMD 320 Imaging III
RSC 201 or General Education
General Education Course

Year 2 - Spring

AEM 201 Photography I
AEM 250 AEM Studio 1
AEM 202 Color and Light
ARH 206 Art History II
RSC 201 or General Education

Year 3 - Fall

AEM 385 AEM Studio 4
ISD 220 Design Technologies I
ARH 307 Modern Art & Criticism
AEM/GMD/ISD Studio Course
RSC 301 or General Education

Year 3 - Spring

AEM 301 3D Studio Concepts
ARH Elective
Studio or Art History Course
GMD 420 Professional Practices
RSC 301 or General Education course

Year 4 - Fall

AEM 421 Capstone I: Studio Theory
AEM 427 or Studio Course
AEM/GMD/ISD Studio Course
ARH 333 Contemporary Art Criticism & Theory
General Education Course

Year 4 - Spring

AEM 422 Capstone II: Production & Fabrication
AEM/GMD/ISD 448 Topics Course
AEM 427 or Studio Course
Studio or Art History Course
General Education Course

Total Credits	87

Art History Minor

Degree Type
Minor

A minor in Art History is an excellent complement to a wide variety of major programs. An Art History minor gives students historical, critical and theoretical breadth to core concepts and skills in the disciplines of the Visual Arts, strengthening critical thinking, writing and communication skills, and developing students for intellectual life. It also provides knowledge useful to museums, galleries and arts administration. Art History courses offer rigor in terms of periods studied and concepts central to education in art history. A typical course may cover 600+ works of art. *Note: courses required for this minor are offered on the Albany campus.

Core

- Complete all of the following:

Item #	Title	Credits
ARH 205	Art History I	3
ARH 206	Art History II	3
ARH 307	Modern Art & Criticism	3

ARH Elective Courses

- Complete three additional Art History courses (ARH or CHM 215):

Item #	Title	Credits
	ARH Elective	3
	ARH Elective	3
	ARH Elective	3

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- A minimum of one-half the required credits for the minor must be completed at Sage.
- GPA in Minor required: 2.200 or higher

Total Credits	18

Expressive Arts in Mental Health (B.S)

Degree Type
Bachelor's

The B.S. in Expressive Arts in Mental Health is a multi-disciplinary program which integrates many areas of study, including Psychology and the Arts. Art Therapy is designated as a mind-body approach by the National Institute of Health. Students of Expressive Arts in Mental Health are trained to help people find or maintain their own mind/body solutions. They work with individuals, groups, and families to facilitate creative growth. In addition to fundamental skills, students gain the theoretical background and applied experience necessary for graduate studies or employment in human services. In order to be registered and board certified in Expressive Arts in Mental Health it is necessary to acquire an advanced degree. [72-74 credits]

Students in the Expressive Arts in Mental Health program may pursue an accelerated track (3+2) or a linked track (4+2) for the Occupational Therapy (M.S.) program. Please see the links below for eligibility criteria. Students in the 4+2 linked program complete the undergraduate degree before moving on to occupational therapy graduate coursework.

• Occupational Therapy 3+2 *****
• Occupational Therapy 4+2

***** *Note*: the 3+2 accelerated option is only open to new first year freshman students who have 20 or more completed college credits prior to enrolling at Russell Sage College.

I. EMH Core

- Complete *all* of the following:

Item #	Title	Credits
EMH 201	Intro to Expressive Arts in Mental Health	3
EMH 207	Practicum: Individual	3
EMH 211	Introduction to Art Therapy	3
	EMH 213 or EMH 216 or EMH 218	3
	EMH 248 or EMH 348	3
EMH 307	Practicum II	3
EMH 330	Sem I: Child Development in Expressive Arts	3
EMH 407	EMH Applied Fieldwork	3
EMH 430	Expressive Arts in Grief & Healing	3
EMH 442	EMH Family Therapy	3
EMH 450	Capstone	3

II. Psychology

- Complete all of the following:

Item #	Title	Credits
PSY 101	Introduction to Psychology	3
	PSY Lifespan Development (PSY 202 or PSY 208)	3-4
	PSY 207 or PSY 304	3-4
PSY 308	Abnormal Psychology	3
	PSY 406 or PSY 409 or PSY 440	3

III. Visual Arts

- Complete all of the following:

Item #	Title	Credits
AEM 101	Drawing I	3
AEM 105	2D Studio Techniques 1	3
AEM 106	Sculpture Techniques 1	3
	AEM/GMD Studio Electives	12
	ARH 206 or ARH 214 or ARH 307	3

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 2.200
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of 60 liberal arts and sciences credits (minimum)
- Completion of all required General Education coursework

Suggested Program of Study

The following is a general schedule for the Expressive Arts in Mental Health major. Please check with your faculty advisor or the EMH Program Director about course availability and two-year rotations.

• Practicums and internships: students are responsible for transportation arrangements to and from practicum and internship settings. Yearly physical examinations and immunizations are required by most practicum and internship sites. In addition, many of these settings require students to be fingerprinted and undergo a criminal history review. Students are responsible for the costs of these processes. Information regarding how to meet these requirements is provided by the program director.

Year 1 - Fall

EMH 201 Intro to Expressive Arts in Mental Health

EMH Major - Visual Arts Course

PSY 101 Introduction to Psychology

RSC 101 Thriving at Sage

WRT 101 Writing in Community

Year 1 - Spring

EMH 211 Intro to Art Therapy

EMH Major - Visual Arts Course

WRT 201 Researching in Community

General Education course

General/open Elective Course

Year 2 - Fall

EMH 207 Practicum: Individual

EMH 330 Child Dev & Expressive Arts

EMH Major - Visual Arts Course

RSC 201 Intercultural Perspectives

General Education Course

Year 2 - Spring

EMH 307 Practicum II: EMH in Groups

EMH Major - Visual Arts Course

PSY Dev Science, PSY 202 or PSY 208

General Education Course

General/open Elective Course

Year 3 - Fall

EMH Major - Therapy course

EMH Major - Visual Arts Course

PSY 308 Abnormal Psychology

General Education Course

General Education Course

Year 3 - Spring

EMH Major - Visual Arts Course

RSC 301 Innovating to Impact

General Education Course

General/open Elective Course

General/open Elective Course

Year 4 - Fall

EMH 450 Capstone

EMH 430 Expressive Arts in Grief & Healing

PSY 406 Personality Theory

General Education Course

General/open Elective Course

Year 4 - Spring

EMH 442 Family Therapy

EMH 407 Applied Fieldwork

EMH Major - Visual Arts Course

General Education Course

General/open Elective Course

Total Credits	72-74

Expressive Arts in Mental Health Minor

Degree Type

Minor

The Expressive Arts in Mental Health minor is for students who wish to learn how to use the expressive arts to facilitate emotional, physical, and cognitive healing with individuals, groups, and families. [18 credits]

Minor Requirements

Complete all of the following:

Item #	Title	Credits
EMH 201	Intro to Expressive Arts in Mental Health	3
EMH 211	Introduction to Art Therapy	3
EMH 348	Special Topics in EMH	3
	EMH 430 or EMH 442, 3 credits	3
PSY 101	Introduction to Psychology	3
PSY 202	Human Development	3

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least a one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- A minimum of one-half of the required credits for the minor must be completed at Sage.
- GPA in Minor (required): 2.200 or higher

Total Credits	18

Graphic + Media Design (B.F.A.)

Degree Type

Bachelor's

The B.F.A. degree in Graphic + Media Design at Russell Sage College has been developed for students planning to pursue a professional career in graphic design, illustration, web design, motion graphics, and video (GMD course descriptions). Accreditation by the National Association of Schools of Art and Design (NASAD) assures graduates are qualified based on industry-recognized standards for professional designers. In addition, the nationally recognized AIGA Sage student group, and affiliations with the AIGA Upstate New York chapter, provide opportunities for professional networking, mentorship and leadership. [78 credits]

The B.F.A. curriculum comprises a number of distinct components designed to address a student's total experience:

- Advanced studios and studio electives allow exploration in a variety of media.
- Senior Capstone I & II and studio courses focus on a personal direction in the major to prepare for the B.F.A. exhibition.
- Art history and liberal arts courses examine the role and relevance of art and design historically, socially, and culturally.
- Students graduate with the necessary skills and portfolio to enter graduate study or begin a career in the graphic design industry.

Core Requirements

- Complete all of the following:

Item #	Title	Credits
AEM 101	Drawing I	3
ARH 205	Art History I	3
ARH 206	Art History II	3
ARH 320	History of Graphic Design	3
	ARH Elective	3
GMD 201	Type and Design I	3
GMD 203	Graphic Design I	3
GMD 207	Graphic Design II	3
GMD 217	Imaging I	3
GMD 218	Type and Design II	3
GMD 220	Imaging II	3
GMD 225	Motion Design 1: Video	3
GMD 305	Interactive Design I	3
	GMD 306 or GMD 415	3
GMD 311	Graphic Design III	3
GMD 320	Imaging III	3
GMD 321	Digital Studio Techniques	3
GMD 322	Motion Design 2: Animation	3
	GMD 348 or GMD 448	3
GMD 405	Senior Capstone I	3
GMD 406	Senior Capstone II	3
GMD 420	Professional Practices	3
	GMD 427 or GMD Elective	3
ISD 102	Spatial Design	3
	AEM, ARH, GMD, or ISD electives	6

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credit
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 2.200
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework

Suggested Program of Study

Year 1 - Fall (15 credits)

AEM 101 Drawing I
GMD 217 Imaging I
RSC 101 Thriving at Sage
WRT 101 Writing in Community
AEM/GMD/ISD elective

Year 1 - Spring (15 credits)

ISD 102 Spatial Design
GMD 220 Imaging II
GMD 225 Time Arts
WRT 201 Researching in Community
General Education Course

Year 2 - Fall (15 credits)

ARH 205 Art History I
GMD 201 Type and Design I
GMD 203 Graphic Design I
GMD 320 Imaging III
RSC 201 Intercultural Perspectives

Year 2 - Spring (15 credits)

AEM/GMD/ISD elective
ARH 206 Art History II
GMD 207 Graphic Design II
GMD 218 Type and Design II
General Education course

Year 3 - Fall (15 credits)

ARH 320 History of Graphic Design
GMD 305 Interactive Design I
GMD 311 Graphic Design III
GMD 322 Animation I
RSC 301 Innovating to Impact

Year 3 - Spring (15 credits)

GMD 306 Interactive Design 2
GMD 321 Digital Studio Techniques
GMD 348/448 studio course
General Education course
General Education course

Year 4 - Fall (15 credits)

ARH Course
GMD 348/448 studio course
GMD 405 Senior Capstone I
GMD 427 Internship
General Education course

Year 4 - Spring (15 credits)

GMD 406 Senior Capstone II
GMD 420 Professional Practices
General Education course
General/open elective course
General/open elective course

Total Credits	78

Graphic + Media Design Minor

Degree Type
Minor

Students pursuing the minor in Graphic + Media Design will gain basic design and production skills.

Core

- Complete all of the following:

Item #	Title	Credits
AEM 201	Photography I	3
GMD 201	Type and Design I	3
GMD 203	Graphic Design I	3
GMD 217	Imaging I	3
GMD 220	Imaging II	3
GMD 225	Motion Design 1: Video	3

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least a one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- One half of the required credits for the minor must be completed at Sage
- GPA in Minor required: 2.200 or higher

Total Credits	18

Interior + Spatial Design (B.F.A.)

Degree Type

Bachelor's

The Interior + Spatial Design program at Russell Sage College is for students planning to pursue a professional career in Interior + Spatial Design and gives each student the foundation to build a portfolio and launch a successful career in the field. [84 credits]

In the Interior + Spatial Design program, sustainable design provides the foundational philosophy through which students examine design problems for a variety of building typologies from residential to commercial design and beyond. Interior + Spatial Design students learn skills in manual and CAD drafting, space planning, construction methods, the application of sustainable interior materials, lighting, color, textiles, furniture, and interior design elements. AutoCAD technology and 3-D modeling are taught throughout the Interior Design curriculum.

Students are encouraged to develop their own individual approach to visualization and design problem solving, which will enable them to creatively meet their client's aesthetic and functional needs. Contemporary issues such as green design, health and life safety codes as well as universal design are emphasized in the program. Technologies taught reflect the most current versions of AutoCAD, 3-D modeling and the Adobe Creative Suite. Interior Design majors have the ability to minor in another course of study.

All B.F.A. students in Interior + Spatial Design, beginning their sophomore year, are required to have their own laptop computer. For details and the latest information, go to: http://www.sage.edu/art.

Visual Arts Department

The Visual Arts Department of Russell Sage College is accredited by the National Association of Schools of Art and Design (NASAD). The B.F.A. curriculum comprises a number of distinct components designed to address a student's total experience:

- Advanced studios in Graphic + Media Design, Interior + Spatial Design and Art + Extended Media
- Senior Capstone I & II and studio courses that focus on a personal direction in the major in preparation for the B.F.A. exhibition.
- Art history and liberal arts courses that examine the role and relevance of the visual arts historically, socially, and culturally.
- Students graduate equipped with the necessary skills and portfolio to enter graduate study or begin a career in the art & design.

* Note that the majority of courses listed below are only offered on the Albany campus.

Program Requirements

- Complete all of the following:

Item #	Title	Credits
AEM 101	Drawing I	3
AEM 105	2D Studio Techniques 1	3
ARH 205	Art History I	3
ARH 206	Art History II	3
ARH 301	History of Architecture & Int Design I	3
ARH 307	Modern Art & Criticism	3
	AEM/GMD Studio Course	3
GMD 217	Imaging I	3
GMD 225	Motion Design 1: Video	3
ISD 101	ISD Studio I	3
ISD 102	Spatial Design	3
ISD 201	ISD Studio II: Design for Living	3
ISD 202	ISD Studio III: Design for Working	3
ISD 205	Design Presentation	3
ISD 210	Materials for Interior + Spatial Applications	3
ISD 220	Design Technologies I	3
ISD 221	Design Technologies II	3
ISD 305	Lighting Fundamentals	3
ISD 325	Building Systems and Building Codes	3
ISD 330	ISD Studio IV: Design Branded Spaces	3
ISD 331	ISD Studio V: Social & Environmental Needs	3
ISD 335	Building Construction Fundamentals	3
ISD 402	Internship	3
ISD 405	Capstone I	3
ISD 406	Capstone II	3
ISD 407	Portfolio Preparation	3
ISD 408	Professional Practice	3
ISD 448	Topics in Interior and Spatial Design	3

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 2.200
- 1/2 of courses required in major must be completed at Sage (minimum)
- Completion of General Education Program Requirements

Suggested Program of Study

To graduate in a timely manner it is recommended that students follow the four year course sequence plan below. Students work closely with their ISD faculty advisor before signing up for courses for each semester.

Year 1 - Fall (15 credits)

AEM 101 Drawing I
AEM 105 2D Studio Techniques 1
GMD 217 Imaging I
RSC 101 Thriving at Sage
WRT 101 Writing in Community

Year 1 - Spring (15 credits)

GMD 225 Time Arts
ISD 101 ISD Studio I
ISD 102 Spatial Design
WRT 201 Researching in Community
General Education Course

Year 2 - Fall (15 credits)

ISD 201 Studio II: Design for Living
ISD 205 Design Presentation
ISD 220 Design Technologies I
ARH 205 Art History I
RSC 201 Intercultural Perspectives

Year 2 - Spring (15 credits)

ISD 202 ISD Studio III: Design for Working
ISD 210 Materials for Interior + Spatial Applic
ISD 221 Design Technologies II
ARH 206 Art History II
General Education Course

Year 3 - Fall (15 credits)

ISD 301 History of Architecture & Int Design
ISD 305 Lighting Fundamentals
ISD 330 ISD Studio IV: Design Branded Spaces
ISD 335 Building Construction Fundamentals
General Education Course

Year 3 - Spring (15 credits)

ARH 307 Modern Art & Criticism
ISD 325 Building Sys and Codes
ISD 331 ISD Studio V: Social & Env Needs
RSC 301 Innovating to Impact
General Education Course

Year 4 - Fall (15 credits)

ISD 405 Capstone I
ISD 407 Portfolio Preparation
ISD 448 Topics in ISD
AEM/GMD/ISD Studio Course
General/Open Elective

Year 4 - Spring (15 credits)

ISD 402 Internship
ISD 406 Capstone II
ISD 408 Professional Practice
General Education Course
General/Open Elective

Total Credits	84

Musical Theatre (B.S.)

Degree Type
Bachelor's

This Bachelor of Science degree in Musical Theatre is offered to those students who demonstrate excellence in acting, dance and singing, and who are committed to professional careers in musical theatre performances. Admission to the BS in Musical Theatre program requires a preliminary audition with the Creative and Performing Arts department. Musical Theatre students must participate in juries every semester in order to remain active in the program. [**75 credits**]

Core

Complete all of the following:

Item #	Title	Credits
THR 103	Acting I: Storytelling/ Improvisation	3
THR 110	Stagecraft	3
THR 115	Acting Practicum	1
THR 115	Acting Practicum	1
THR 115	Acting Practicum	1
THR 203	Acting II: Contemporary Scene Study	3
THR 205	History of Theatre	3
THR 303	Acting III: Performance Style	3
THR 307	Internship in Theatre	3
THR 308	Performance Studio	3
THR 403	Acting IV	3

Music

Complete all of the following (**31.50 credits**):

Item #	Title	Credits
MUS 208	Masterpieces of Music	3
MUS 111	Basic Musicianship I	3
MUS 112	Musicianship II	3
MUS 217	American Musical Theatre	3
MUS 235	Musical Theatre Scene Study	3
	MUS 316 (6cr)	6
	MUS 319 Applied Music (10.50cr)	10

Dance

Complete all of the following:

Item #	Title	Credits
DAN 111	Introduction to Modern	3
DAN 231	Introduction to Ballet	3
DAN 235	Tap Dance Techniques	3
DAN 241	Introduction to Jazz	3

Period of Theatre

Complete one of the following:

Item #	Title	Credits
THR 209	History of American Theatre	3
THR 212	Modern Theatre	3

Stage

Complete one of the following (**1.50 credits**):

Item #	Title	Credits
THR 227	Makeup for the Stage	1.5
THR 230	Stage Combat	1.5

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 2.200
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework

	Total Credits	74

Studio Arts Minor

Degree Type

Minor

The studio arts minor offered by the Visual & Performing Arts Department provides an opportunity for students to become competent in creating art, familiar with a variety of media and techniques, and knowledgeable about the history and theory of the chosen art form. [18 credits]

I. Art Studio (15 credits)

Complete *five* studio courses.

Item #	Title	Credits
AEM 101	Drawing I	3
AEM 105	2D Studio Techniques 1	3
AEM 106	Sculpture Techniques 1	3
AEM 201	Photography I	3
AEM 206	Sculpture Techniques 2	3
AEM 207	2D Studio Techniques 2	3
AEM 222	Drawing 2	3
AEM 231	Ceramics I	3

II. Art Elective (3 credits)

Complete one course from the following: **AEM**, **ARH**, **EMH**, **GMD**, or **ISD**.

- Note: students may take an AEM course not used to fulfill the *I. Arts Studio* minor requirement.

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- One-half of the required credits for the minor must be completed at Sage.
- GPA in Minor required: 2.200 or higher

	Total Credits	18

Theatre (B.A.)

Degree Type
Bachelor's

The Bachelor of Arts degree in Theatre [44 credits] offers the student training in the creative processes of theatre as well as the theory and history of theatre. Students will study, train, and perform with faculty as well as guest artists of the Theatre Institute at Sage (TIS). Admission to the BA in Theatre program requires a preliminary audition with the Creative and Performing Arts department. Theatre students must participate in juries every semester in order to remain active in the program.

Theatre Courses

- Complete **all** of the following (32 credits):

Item #	Title	Credits
THR 103	Acting I: Storytelling/ Improvisation	3
THR 110	Stagecraft	3
THR 115	Acting Practicum	1
THR 115	Acting Practicum	1
THR 115	Acting Practicum	1
THR 203	Acting II: Contemporary Scene Study	3
THR 205	History of Theatre	3
THR 227	Makeup for the Stage	1.5
THR 230	Stage Combat	1.5
THR 265	Careers in Theatre Seminar	1.5
THR 303	Acting III: Performance Style	3
THR 307	Internship in Theatre	3
THR 321	Performing Arts Practicum	1.5
THR 403	Acting IV	3

Theatre Selection

- Complete **three** of the following courses (9 credits):

Item #	Title	Credits
THR 209	History of American Theatre	3
THR 212	Modern Theatre	3
THR 225	Voice and Text	3
THR 304	Directing	3

Theatre Electives

- Complete **one of the** following:

Item #	Title	Credits
THR 308	Performance Studio	3
THR 401	Directed Study	3
THR 405	Theatre for Young People	3

Degree Completion Notes

- Total credits required for bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Minimum major GPA required for graduation (minimum): 2.200
- 1/2 of major requirements must be completed at Sage
- Completion of General Education coursework required

	Total Credits	44

Theatre Minor

Degree Type
Minor

With courses ranging from acting to stagecraft to history, the minor in Theatre provides relevant knowledge and experiences both onstage and off. [18 credits]

Core

- Complete all of the following:

Item #	Title	Credits
THR 103	Acting I: Storytelling/ Improvisation	3
THR 110	Stagecraft	3
THR 225	Voice and Text	3
THR 227	Makeup for the Stage	1.5
THR 230	Stage Combat	1.5

History of Theatre

- Complete two of the following:

Item #	Title	Credits
THR 205	History of Theatre	3
THR 209	History of American Theatre	3
THR 212	Modern Theatre	3

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least a one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- One-half the required credits for the minor must be completed at Sage.
- GPA in Minor required: 2.200 or higher

Total Credits	18

Biology

Biology (B.A.)

Degree Type

Bachelor's

The BA program in Biology at Russell Sage College provides a broad overview of modern biological findings and investigative techniques, along with necessary scientific background in mathematics, physics, and chemistry. This program provides strong preparation for employment and further study in biology and in professional fields including medicine, occupational therapy, physical therapy, veterinary science, and education. To achieve these ends, the program features instruction in many settings, including classrooms, internship placements, field settings, seminars, and laboratories. To emphasize independent research, every student completes an independent research project. Additionally, most students take advantage of internship opportunities in Capital District hospitals, research laboratories, and governmental agencies. [54-56 credits]

In addition to completing the BA in Biology degree students may also complete the BA in Biology degree with tracks in OT or PT (if accepted):

Biology BA to Occupational Therapy MS (3+2)
Biology BA to Occupational Therapy MS (4+2)
Biology BA to Physical Therapy DPT (3+3)
Biology BA to Physical Therapy DPT (4+3)

Core Requirements

- Complete all of the following:

Item #	Title	Credits
BIO 101	General Biology I	4
BIO 101L	General Biology I - Lab	0
BIO 102	General Biology II	4
BIO 102L	General Biology II Lab	0
BIO 150	Writing in Biology	1
BIO 207	Fundamentals of Genetics	3
BIO 208	Microbiology	4
	BIO 300 or 400 Level Elective Course	3-4
BIO 326	Principles of Ecology	3
BIO 359	Explorations in Research Methods	3
	BIO 401 or BIO 427	3
BIO 415	Cell and Molecular Biology	4
BIO 450	Seminar in Biology	3
CHM 111	General Chemistry I	4
CHM 112	General Chemistry II	4
MAT 220	Applied Statistics	4

Required Electives

- Complete two of the following courses:

Item #	Title	Credits
CHM 104	Introduction to Organic & Biochemistry	4
CHM 201	Organic Chemistry I	3
CHM 202	Organic Chemistry II	3
CHM 205	Chemical Analysis	3
CHM 220	Biochemistry I	3
CHM 302	Instrumental Analysis	4
CHM 303	Biochemistry II	3
MAT 201	Calculus I	4
PHY 101	General Physics I	3
PHY 102	General Physics II	3

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- 1/2 of major requirements must be completed at Sage
- Completion of General Education Program Requirements
- Cumulative GPA required for graduation (minimum): 2.000
- Minimum major GPA required for graduation (minimum): 2.200

Suggested Program of Study

The following is a general course plan for the Biology major. Other course sequences are possible. Consult your faculty advisor or the Biology Program Director for assistance. Students may shift elective and/or general education courses around to pursue other courses of personal interest or compensate for scheduling conflicts.

Year 1 - Fall (15 credits)

BIO 101/BIO 101L Gen Bio I

BIO 150 Writing in Biology

CHM 111/CHM 111L/CHM 111R Gen Chem I

RSC 101 Thriving at Sage

WRT 101 Writing in Community

Year 1 - Spring (17 credits)

BIO 102/BIO 102L Gen Bio Ii

CHM 112/CHM 112L/CHM 112R Gen Chem I

WRT 201 Researching in Community

General Education course (Soc Sci)

General Elective course

Year 2 - Fall (16 credits)

BIO 208/BIO 208L Microbiology

RSC 201 Intercultural Perspectives

General Education course (Wellness)

General Elective course

General Elective course

Year 2 - Spring (16 credits)

BIO 207 Fundamentals of Genetics

MAT 220 Applied Statistics

General Education (Humanities)

General Education (Dist Elective)

General Elective course

Year 3 - Fall (16 credits)

BIO 326 Principles of Ecology

CHM or PHY Elective

RSC 301 Innovating to Impact

General Education course (Arts)

General Elective course

Year 3 - Spring (16 credits

BIO 208 Microbiology

BIO 300 or 400 Level course

BIO 359 Explor in Research Methods

General Elective course

General Elective course

Year 4 - Fall (16 credits)

BIO 401 Indep Project or BIO 427 Internship

CHM or PHY Elective

General Elective course

General Elective course

General Elective course

Year 4 - Spring (13-16 credits)

BIO 401 Independent Project (con't)

BIO 415 Cell and Molecular Biology

BIO 450 Seminar in Biology

General Elective course

General Elective course

Total Credits	54-56

Biology (B.S)

Degree Type

Bachelor's

Students in the B.S. in Biology program at Russell Sage College obtain competency in biology coursework, research, and an internship along with another field of study which is referred to as a Companion Discipline (or track).

Students in the B.S. in Biology program must companion disciplines (or track): Clinical Laboratory Sciences (pre-professional), Cytotechnology (pre-professional), Forensic Biology, Illustration, Law & Society, Preparation for Medical Studies, Management, or Writing. [76-88 credits]

Core Requirements

Complete *all* of the following:

Item #	Title	Credits
BIO 101	General Biology I	4
BIO 101L	General Biology I - Lab	0
BIO 102	General Biology II	4
BIO 102L	General Biology II Lab	0
BIO 150	Writing in Biology	1
BIO 207	Fundamentals of Genetics	3
BIO 208	Microbiology	4
	BIO 312 or BIO 326 or BIO 336	3
BIO 359	Explorations in Research Methods	3
BIO 415	Cell and Molecular Biology	4
	BIO 401 or BIO 427	3
BIO 450	Seminar in Biology	3
	BIO Elective	3-4
	BIO Elective	3-4
CHM 111	General Chemistry I	4
CHM 112	General Chemistry II	4
CHM/PHY Course	CHM or PHY Elective Course	4
	Mathematics: MAT 112, 113, or 201	3
MAT 220	Applied Statistics	4

Companion Disciplines (Tracks)

- Students in the B.S. in Biology program must complete one of the following Companion Disciplines (21-29 credits):

Pre-professional Clinical Laboratory Sciences

Item #	Title	Credits
CHM 201	Organic Chemistry I	3
CHM 202	Organic Chemistry II	3
HSC 215	Health/Wellness Across Lifespan	3
PBH 201	Health and Society	3
PBH 305	Survey of Epidemiology	3
PHL 206	Ethics	3
PSY 101	Introduction to Psychology	3

Pre-professional Cytotechnology

Item #	Title	Credits
HSC 215	Health/Wellness Across Lifespan	3
	HSC Elective	
PBH 201	Health and Society	3
PBH 305	Survey of Epidemiology	3
PHL 206	Ethics	3
PSY 101	Introduction to Psychology	3
	PSY Lifespan Development (PSY 202 or PSY 208)	3-4

Forensic Biology

Item #	Title	Credits
BIO 209	Fundamentals of Forensics	3
CHM 201	Organic Chemistry I	3
CHM 202	Organic Chemistry II	3
CHM 303	Biochemistry II	3
PHY 102	General Physics II	3
PHY 102L	General Physics II Lab	1
	CRM or LAW Elective	3
	CRM or LAW Elective	3

Illustration

- Complete 7 courses from AEM, ARH, GMD, or ISD

Law & Society

- Complete LAW 101 (3 credits) plus 6 additional courses from CRM, LAW, PSY, or SOC (18 credits)

Item #	Title	Credits
LAW 101	Introduction to Law	3
	CRM, LAW, PSY, or SOC elective	18

Management

- Complete BUS 205 (3 cr.) and 6 courses from ACC, BUS, or ECO (18 cr.)

Item #	Title	Credits
BUS 205	Principles of Management	3
	ACC, BUS, or ECO elective	18

Preparation for Medical Studies

- For students interested in pursuing dental, medical, physician assistant, and veterinary studies after their bachelor degree completion.

Item #	Title	Credits
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
PSY 101	Introduction to Psychology	3
	PHL Elective	3
	Sociology course	3
	Medical Studies Courses (9-12 credits)	9-12

Science Writing

- Complete 7 courses from COM, ENG, HUM, or PHL

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 2.200
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework
- Completion of 60 liberal arts and sciences credits (minimum)

Suggested Program of Study

Preparation for Medical Studies - sample plan

Year 1 - Fall
BIO 101 General Biology I
BIO 101L General Biology I Lab
BIO 150 Writing in Biology
CHM 111/111L/111R General Chemistry I
RSC 101 Thriving at Sage
WRT 101 Writing in Community

Year 1 - Spring
BIO 102 General Biology II
BIO 102L General Biology II Lab
CHM 112/112L/112R General Chemistry II
PSY 101 Intro to Psychology
WRT 201 Researching in Community

Year 2 - Fall
BIO 201/201L Anatomy and Physiology I
CHM 201/201L Organic Chemistry I
Statistics: MAT 220 or PSY 207
General Education Course
General Elective

Year 2 - Spring
BIO 202/202L Anatomy and Physiology II
BIO 207 Fundamentals of Genetics
CHM 202/202L Organic Chemistry II
RSC 201 Intercultural Perspectives
General Education Course

Year 3 - Fall
BIO 208/208L Microbiology
Biology Elective course
RSC 301 Innovating to Impact
PHY 101/101L/101R General Physics I
PHL course

Year 3 - Spring
BIO 359 Research Methods
PHY 102/102L/102R General Physics II
SOC course
General Education Course
General/open Elective

Year 4 - Fall
BIO 326 Principles of Ecology
BIO 401 Independent Project
BIO 427 Internship
BIO 450 Seminar
General/open Elective

Year 4 - Spring
BIO 415/415L Cell and Molecular Biology
General Education Course
General/open Elective
General/open Elective
General/open Elective

Total Credits	57-59

Biology Minor

Degree Type
Minor

Coursework for the minor in Biology consists of two foundational courses in introductory biology followed by a range of options. [21-23 credits]

Core I

Complete all of the following:

Item #	Title	Credits
BIO 101	General Biology I	4
BIO 102	General Biology II	4

Core II

Complete three of the following courses:

Item #	Title	Credits
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
BIO 207	Fundamentals of Genetics	3
BIO 220	Cell Biology	4
BIO 326	Principles of Ecology	3

Biology Elective

- Complete one additional course in Biology (BIO). *Note*: students may complete a BIO course not used to fulfill a Core II requirement.

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- One-half of the required credits for the minor must be completed at Sage.
- GPA in Minor required: 2.200 or higher

Total Credits	21-24

Environmental Science Minor

Degree Type

Minor

Advising Office Note: effective 1/28/26 the Environmental Science minor is no longer enrolling new students. Please contact academicadvising@sage.edu for more information.

Core Requirements

Item #	Title	Credits
BIO 101	General Biology I	4
BIO 101L	General Biology I - Lab	0
BIO 102	General Biology II	4
BIO 102L	General Biology II Lab	0
BIO 110	Environmental Issues	3
BIO 357	Environmental Toxicology	4

Biology Electives

- Compete *two* additional BIO courses:

Item #	Title	Credits
	BIO Elective	3-4
	BIO Elective	3-4

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least a one course in the minor is a prerequisite declaring a minor.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- One-half the required credits for the minor must be completed at Sage (minimum).
- GPA in Minor required: 2.200 or higher

Total Credits	21-23

Pre-Medical Studies Post-Baccalaureate (Certificate)

Degree Type

Certificate

This intensive program of study is for highly-motivated individuals enrolled in SPCE (School of Professional and Continuing Education) who are interested in pursuing a career in medicine including DO/MD, physician assistant, or veterinarian. Your course of study will be individualized to meet your career goals. Students who have completed some of the required courses may enroll in upper-division courses in consultation with the program coordinator.

Criteria for admission:

- BS or BA from an accredited college or university
- Undergraduate cumulative GPA of 3.000 or higher
- Statement of goals
- Two letters of recommendation
- Interview with the program director

Notes:

Suggested program of study (course plan) depends on individual career goals and previous undergraduate or graduate course work.

- Some MD/DO schools may also require Calculus and Biochemistry.

- Medical schools usually expect prerequisite courses to have been completed no more than five years prior to application.
- Some physician assistant programs may require courses in statistics, genetics and additional chemistry coursework.
- Please note this is not an MCAT preparation program.
- Certificate courses are offered during the day (fall and spring terms) in Albany and Troy.

Core Requirements

- Complete *all* of the following:

Item #	Title	Credits
BIO 101	General Biology I	4
BIO 101L	General Biology I - Lab	0
BIO 102	General Biology II	4
BIO 102L	General Biology II Lab	0
CHM 111	General Chemistry I	4
CHM 112	General Chemistry II	4

Tracks

- Complete *one* of the following tracks:

Pre-Medicine Track

- Complete at least 19 credits from the following:
  - Note: PHY 107/PHY 108 may be used for PHY 101/PHY 102.

Item #	Title	Credits
BIO 401	Research Project	3
BIO 427	Internship in Biology	3
CHM 201	Organic Chemistry I	3
CHM 202	Organic Chemistry II	3
CHM 303	Biochemistry II	3
MAT 201	Calculus I	4
PHY 101	General Physics I	3
PHY 102	General Physics II	3
PSY 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
SOC 350	Research for the Professions	3

Pre-Physician Assistant/Health Science Track

- Complete at least 20 credits from the following:

Item #	Title	Credits
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
BIO 207	Fundamentals of Genetics	3
BIO 208	Microbiology	4
BIO 220	Cell Biology	4
CHM 201	Organic Chemistry I	3
MAT 220	Applied Statistics	4
	PSY Elective	3

Certificate Completion Notes

- Completion of 35 total credits required for graduation (minimum)
- 1/2 of certificate requirements must be completed at Sage (minimum)
- GPA required for graduation (minimum): 2.200

	Total Credits	35-36

Course Sequencing

Suggested Program of Study

Year 1 — Fall

Item #	Title	Credits
	MD/DO and PA	8
CHM 111	General Chemistry I	4
BIO 101	General Biology I	4
BIO 101L	General Biology I - Lab	0

Year 1 — Spring

Item #	Title	Credits
	MD/DO and PA	8
CHM 112	General Chemistry II	4
BIO 102	General Biology II	4

Year 2 — Fall

Item #	Title	Credits
	MD/DO	8
PHY 101	General Physics I	3
CHM 201	Organic Chemistry I	3
	PA:	8
BIO 201	Anatomy and Physiology I	4
CHM 201	Organic Chemistry I	3

Year 2 — Spring

Item #	Title	Credits
	MD/DO	8
PHY 102	General Physics II	3
CHM 202	Organic Chemistry II	3
	MCAT Prep/Application	
	PA:	8
BIO 202	Anatomy and Physiology II	4
BIO 208	Microbiology	4
	GRE Prep/Application	

Business Administration

Business Administration (B.B.A. or B.S.)

Degree Type

Bachelor's

The Business Administration program, B.S. and B.B.A., (63-64 credits), at Russell Sage College is designed to educate students in the core business areas. Students complete a variety of lower level and upper level courses including business ethics, organizational behavior, business strategy, leadership and diversity, conflict management, and global business. Students may opt to complete a concentration (or track) in: marketing & branding, organizational leadership, or sports management. The culminating experiences are the business strategy II course and an internship. Students are prepared for the challenges and rewards of a fast-paced, competitive global business environment.

This Business Administration program is designed to provide the background and skills necessary for a management career and the skills and prerequisites for entry into Sage's MBA program. Qualified students may apply to the MBA graduate program before finishing the bachelor's degree and if accepted may take graduate and undergraduate courses simultaneously (up to 6 graduate level credits allowed). BS/BBA to MBA

The School of Management at Russell Sage College has received accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), 11374 Strang Line Road, Lenexa, KS.

Learning Outcomes

- Apply appropriate and effective use of technology for organizations.
- Communicate effectively through the delivery of written and oral presentations.
- Synthesize managerial practice with stakeholder theory and socially responsible decision making.
- Analyze, evaluate, and develop effective leadership skills in a variety of settings.
- Understand the social, financial, environmental, legal/political and global issues facing contemporary organizations.
- Use critical thinking skills to understand and apply problem solving strategies and techniques for organizational and individual decision making.
- Demonstrate the ability to integrate knowledge in the sub-disciplines of management through experiential learning.
- Demonstrate professionalism within the context of the work environment.

Core Requirements

Item #	Title	Credits
ACC 201	Financial Accounting	3
ACC 202	Managerial Accounting	3
BUS 204	Principles of Marketing	3
BUS 205	Principles of Management	3
	BUS 209 or MAT 112	3
BUS 212	Business Law I	3
BUS 213	Business Law II	3
BUS 215	Business Communications	3
BUS 308	Human Resource Management	3
BUS 324	Business Strategy I	3
BUS 325	Financial Management I	3
	BUS 327 or BUS 328	3
BUS 335	Management Information Systems	3
BUS 424	Capstone: Business Strategy II	3
ECO 201	Principles of Macroeconomics	3
ECO 202	Principles of Microeconomics	3
	ECO 215, MAT 220, or PSY 207	3-4

Required Electives in Major

- Complete four courses from ACC, BUS, ECO, or LAW. At least 6 credits in this category must be completed at Sage.
- Or, students may opt to utilize credits in this category to complete an ***optional*** **concentration** in **marketing & branding, organizational leadership,** or **sports management**

Concentrations (optional)

Courses required in the concentration are completed in place of the required electives category in the major program.

Marketing & Branding

Complete *four* of the following courses:

BUS 304 Advertising and Branding

BUS 313 Professional Selling

BUS 320 Digital Marketing

BUS 408 Consumer Behavior

BUS 409 Marketing Research

Organizational Leadership

Complete *four* of the following courses:

BUS 307 Business Ethics

BUS 314 Organizational Behavior

BUS 340 Leadership & Diversity

BUS 332 Conflict Management & Mediation

BUS 345 Organizational Theory

Sport Management

Complete *four* of the following courses:

BUS 313 Professional Selling

BUS 362 Sport Management

BUS 363 Sport Marketing

BUS 430 Sport Law

BUS 431 Sport Facility & Event Management

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 2.200
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework
- The BBA degree requires completion of 30 liberal arts & sciences credits (minimum); the B.S. degree requires completion of 60 liberal arts & sciences credits (minimum)
- Graduating business administration students (B.S. and B.B.A.) are required to complete the Peregrine Assessment.

Suggested Program of Study

Year 1: Fall (15 credits)

BUS 204 Principles of Marketing

BUS 205 Principles of Management

ECO 202 Microeconomics

RSC 101 Thriving at Sage

WRT 101 Writing in Community

Year 1: Spring (15 credits)

BUS 209 Mathematics for Finance

ECO 201 Macroeconomics

WRT 201 Researching in Community

General Education course

General Elective course

Year 2: Fall (15 credits)

ACC 201 Financial Accounting

BUS 212 Business law I

BUS 215 Business Communications

ECO 215 Statistics

General Education course

Year 2: Spring (15 credits)

ACC 202 Managerial Accounting

BUS 213 Business Law II

BUS 308 Human Resource Management

RSC 201 Intercultural perspectives

General Elective course

Recommended: Completion of ACC 201/202, BUS 212/213, and ECO 201/202 is recommended before the start of 3rd year.

Year 3: Fall (15 credits)

BUS 325 Financial Management

BUS, ECO, LAW, *or* Conc. course

RSC 301 Innovating to Impact

General Elective course

General Elective course

Year 3: Spring (15 credits)

BUS 335 Management Info Systems

BUS, ECO, LAW, *or* Conc. course

General Education course

General/open Elective course

General/open Elective course

Year 4: Fall (15 credits)

BUS 324 Strategy I

BUS 327 Internship

BUS, ECO, LAW, *or* Conc. course

General Education course

General/open Elective course

Year 4: Spring (15 credits)

BUS 424 Strategy II

BUS, ECO, LAW, *or* Conc. course

General/open Elective course

General/open Elective course

General/open Elective course

Total Credits	63-64

Business Administration Minor

Degree Type

Minor

The business administration minor provides students a foundation and builds on that with a higher level study of the functional areas of business. Capping off the minor is BUS 311 or BUS 324 which develops integrative knowledge of business. [18 credits]

- Apply appropriate and effective use of technology for organizations.
- Communicate effectively through the delivery of written and oral presentations.
- Synthesize managerial practice with stakeholder theory and socially responsible decision making.
- Demonstrate effective leadership skills in a variety of settings.
- Understand the social, financial, environmental, legal, political and global issues facing contemporary organizations.
- Use critical thinking skills to understand and apply problem solving strategies and techniques for organizational and individual decision making.

- Demonstrate professionalism within the context of the work environment.

Core

- Complete *all* of the following:

Item #	Title	Credits
ACC 201	Financial Accounting	3
BUS 205	Principles of Management	3
BUS 204	Principles of Marketing	3
BUS 308	Human Resource Management	3

Business Enviroment

- Complete *one* of the following:

Item #	Title	Credits
BUS 212	Business Law I	3
ECO 202	Principles of Microeconomics	3

Integrative

- Complete *one* of the following:
  - *Note:* BUS 205 is a pre-requisite for BUS 308, BUS 311, and BUS 324.

Item #	Title	Credits
BUS 311	Entrepreneurship	3
BUS 324	Business Strategy I	3

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- One-half of the required credits for the minor must be completed at Sage.
- GPA in Minor required: 2.200 or higher

	Total Credits	18

Organizational Studies (B.P.S.)

Degree Type

Bachelor's

The Bachelor of Professional Studies in Organizational Studies in the School of Professional & Continuing Education is a program designed for adult learners who have an associate degree (technical, liberal arts, general studies, health care or other area). This program of study is designed to enhance your managerial skills and abilities. The overarching goal of this program is to prepare you to obtain leadership positions within your current organization or with another organization including corporations, government agencies, healthcare sector, service agencies or community organizations.

Admission Requirements

Completion of an A.A.S. or A.S. degree with a 2.750 overall GPA.

Learning Outcomes

Upon program completion, students will be able to:

- Demonstrate content knowledge.
- Apply appropriate and effective use of technology for organizations.
- Communicate effectively through the delivery of written and oral presentations.
- Use critical thinking skills to understand and apply problem solving strategies and techniques for organizational and individual decision making.
- Exemplify professional skills, attitudes and dispositions.
- Develop professional, personal, and interdisciplinary connections through content and professional experience.

Required Courses

- Complete *all* of the following:

Item #	Title	Credits
ACC 201	Financial Accounting	3
ACC 202	Managerial Accounting	3
BUS 205	Principles of Management	3
BUS 212	Business Law I	3
BUS 213	Business Law II	3
	BUS 307 or BUS 312	3
BUS 308	Human Resource Management	3
BUS 314	Organizational Behavior	3
BUS 325	Financial Management I	3
BUS 332	Conflict Management & Mediation	3
BUS 335	Management Information Systems	3
BUS 340	Leadership & Diversity	3
BUS 420	Organizational Development	3
ECO 202	Principles of Microeconomics	3
	ECO 215, MAT 220, or PSY 207	3-4

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 2.750
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework

	Total Credits	45-46

Sport & Recreation Management (B.S.)

Degree Type
Bachelor's

The B.S. in Sport and Recreation Management at Russell Sage College is for students who are interested in pursuing entry-level careers with professional and minor league sport teams, collegiate level athletic departments, private and public fitness facilities, club-level athletic teams, and entrepreneurs. Graduates may decide to pursue further study, advanced-level coaching careers or work within private sport companies in a variety of roles. [58 credits]

Learning Outcomes

Upon program completion students will be able to:

- Demonstrate content knowledge in the areas of sport management, business, and recreation.
- Apply appropriate and effective use of technology for organizations.
- Communicate effectively through the delivery of written and oral presentations.
- Use critical thinking skills to understand and apply problem solving strategies and techniques for organizational and individual decision making.
- Exemplify professional skills, attitudes, and dispositions.
- Develop professional, personal, and interdisciplinary connections through content and professional experience.

Required Courses

- Complete *all* of the following:

Item #	Title	Credits
BUS 204	Principles of Marketing	3
BUS 205	Principles of Management	3
BUS 212	Business Law I	3
BUS 213	Business Law II	3
BUS 308	Human Resource Management	3
BUS 335	Management Information Systems	3
BUS 340	Leadership & Diversity	3
BUS 362	Sport Management	3
BUS 363	Sport Marketing	3
BUS 430	Sport Law	3
BUS 431	Sport Facility & Event Management	3
PED 110	Intro to PED, Rec, & Sports Prof	3
PED 225	Concepts of Fitness & Wellness	3
PED 215	Fitness Activities in Physical Education	0.5
PED 217	Current Trends & Activities in PE & Recreation	0.5
	PED 240, 303, or 304	3
PED 308	Movement Education & Educational Gymnastics	0.5
PED 330	Cooperative Games	0.5
PED 350	Sport Psychology	3
PED 409	Coaching Theory	2
PED 420	Organiz and Admin of PED Programs	3
	PED 405 or BUS 327	3
SCI 235	Sports Nutrition	3

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 2.200
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework
- Completion of 60 liberal arts and sciences credits (minimum)
- Documentation of valid and current certification for First Aid/CPR/AED training prior to graduation.

Suggested Plan of Study

Year 1 - Fall
BUS 204 Principles of Marketing
PED 110 Intro to PE, Rec, & Sports
RSC 101 Thriving at Sage
WRT 101 Writing in Community
General Education course

Year 1 - Spring
BUS 205 Principles of Management
PED 225 Concepts of Fitness & Wellness
SCI 235 Sports Nutrition
WRT 201 Researching in Community
General Education course

Year 2 - Fall
BUS 212 Business Law I
PED 305 (.5 cr) & PED 330 (.5 cr)
PED 350 Sport Psychology
RSC 201 Intercultural Perspectives
General Education Course
Liberal Arts course

Year 2 - Spring
BUS 213 Business Law II
BUS 308 Human Resource Management
PED 215 (.5) & PED 217 (.5 cr)
PED 240 Sports Medicine
PED 409 Coaching Theory
Liberal Arts course

Year 3 - Fall
BUS 362 Sport Management
PED 303 Tactics/Skills & Invasion/Target Games
RSC 301 Innovating to Impact
General Education Course
Liberal Arts course

Year 3 - Spring
BUS 335 Management Information Systems
BUS 340 Leadership & Diversity
BUS 430 Sport Law
General Education course
Liberal Arts course

Year 4 - Fall
BUS 327 or PED 405 Internship
BUS 363 Sport Marketing
PED 420 Org & Admin of PED Programs
Liberal Arts course
Liberal Arts course

Year 4 - Spring
BUS 431 Sport Facility & Event Management
PED 304 Net/Wall & Field Scoring
Liberal Arts course
Liberal Arts course
Liberal Arts course

Total Credits	58

Criminal Justice

Criminal Justice, Law, and Behavioral Science (B.S.)

Degree Type
Bachelor's

The Bachelor of Science in Criminal Justice, Law, and Behavioral Science involves students in the interdisciplinary study of criminal justice, law, psychology, and sociology, with a focus on understanding the role of criminal justice, law and human behavior in society. The program combines academic study with experiential learning opportunities to help the student make the transition from liberal inquiry to professional application. It is a program for students who are looking to use their education to make a difference in others, in their communities, and in the world. Each student in Criminal Justice, Law, and Behavioral Science completes a core curriculum comprised of cross-disciplinary courses and a discipline-based pathway in criminal justice, legal studies, psychology or sociology. [52-53 credits]

- **3+3 accelerated Law School program**: Russell Sage College and Albany Law School have partnered to offer a 3+3 accelerated Law School program (bachelor's degree to JD degree) for entering first-year students and rising sophomore students who meet certain requirements. Contact the Interdisciplinary Studies Department, prelaw@sage.edu, for more information.

Core I

Foundation courses

- Complete all of the following:

Item #	Title	Credits
CRM 111	Criminal Justice Functions & Processes	3
LAW 101	Introduction to Law	3
PSY 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3

Core II

Interdisciplinary, Depth, Research, & Culminating Experiences

- Complete *all* of the following:

Item #	Title	Credits
CLB 305	Ethics in Criminal Justice, Law, and Behavior Science	3
CLB 350	Research Methods in Criminal Justice and Behavior Science	3
CLB 415	Capstone Seminar	3
CLB 427	Internship	3
CRM 211	Criminology	3
LAW 345	Race, Law, and Society	3
PSY 207	Statistics with Computer Applications	4
	SOC 208, SOC 209, SOC 213, or SOC 335	3-4

Pathway

- **As part of the major, students must complete at least one Pathway.**
  - Students may request additional pathways be added based on their career goals. Pathways cannot include courses that are required in the core. Only one course in a pathway may also count toward another pathway's requirements.

Criminal Justice Pathway

Item #	Title	Credits
	CRM 100 or 200 Level Course	3
	CRM 100 or 200 Level Course	3
	CRM 300 or 400 Level Course	3
	CRM 300 or 400 Level Course	3
CRM 315	The Nature of Crime	3

Legal Pathway

Item #	Title	Credits
	100 or 200 Level LAW Course	3
	100 or 200 Level LAW Course	3
	300 or 400 Level Law Course	3
LAW 302	Legal Analysis & Writing	3
PSY 339	Psychology and Law	3

Psychology Pathway

Item #	Title	Credits
	PSY 100 or 200 Level course	3
	PSY 100 or 200 Level course	3
	PSY 300 or 400 Level course	3
	PSY 300 or 400 Level course	3
SOC 357	Applied Research for the Social Sciences	3

Sociology Pathway

Item #	Title	Credits
	SOC 100 or 200 Level course	3
	SOC 100 or 200 Level course	3
	SOC 300 or 400 Level Course	3
	SOC 300 or 400 Level Course	3
SOC 357	Applied Research for the Social Sciences	3

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Completion of required General Education coursework
- 1/2 of the major requirements must be completed at Sage
- Cumulative GPA required for graduation (minimum): 2.000
- Minimum major GPA required for graduation (minimum): 2.200
- Completion of 60 liberal arts and sciences credits (minimum)

Suggested Program of Study

Year 1 - Fall (15 credits)

CRM 111 Crim Just Functions & Processes

PSY 101 Introduction to Psychology

RSC 101 Thriving at Sage

WRT 101 Writing in Community

General/open Elective Course

Year 1 - Spring (15 credits)

LAW 101 Introduction to Law

Pathway Course

SOC 101 Introduction to Sociology

WRT 201 Researching in Community

General Education Course

Year 2 - Fall (15 credits)

CLB 260 Social Science Analysis

Pathway Course

RSC 201 Exploring Intercultural Perspectives

General Education Course

General/open Elective Course

Year 2 - Spring (15 credits)

CLB 301 Applic of Legal & Social Research

Pathway Course

General Education Course

General/open Elective Course

General/open Elective Course

Year 3 - Fall Semester (15 credits)

Pathway Course

RSC 301 Innovating to Impact

SOC 335 Social Movements

General Education Course

General/open Elective Course

Year 3 - Spring (15 credits)

CRM 325 Restorative Justice

LAW 302 Legal Analysis & Writing *or* SOC 357 Applied Research

LAW 345 Race, Law, and Society

Pathway Course

General Education Course

General/open Elective Course

Year 4 - Fall (15 credits)

CLB 427 Internship in Law & Society

PHL 341 Values in Life & Work

PSY 339 Psychology & Law

General Education Course

General/open Elective course

Year 4 - Spring (15 credits)

CLB 415 Capstone Seminar

General/open Elective Course

General/open Elective Course

General/open Elective Course

General/open Elective course

Total Credits	52-53

Criminal Justice Minor

Degree Type

Minor

Core Requirements

- Complete the following:
  - **CRM 315** Nature of Crime may be substituted for the CRM 311 requirement.

Item #	Title	Credits
CRM 111	Criminal Justice Functions & Processes	3
CRM 311	Criminology	3

Required Selection

- Complete *one* of the following:

Item #	Title	Credits
CRM 226	Penology	3
CRM 227	Policing	3
CRM 219	Law and Legal Process	3

Criminal Justice Electives

- Complete *three* additional CRM (criminal justice) courses

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- A minimum of one-half of the required credits for the minor must be completed at Sage.
- GPA in Minor required: 2.200 or higher

Total Credits	18

Forensic Psychology (B.S.)

Degree Type

Bachelor's

The B.S. Forensic Psychology prepares students for the multi-disciplinary nature of forensic psychology to work in clinical, assessment, treatment, or counseling of criminals or victims, as well as within the court system. Forensic psychologists are invested in the study of criminal behavior and its applications to the justice system. They examine issues, controversies, social problems, psychological states, and other complex phenomenon within the adult, juvenile, civil, and family domains of practice. [63 credits]

Goals

To increase the student's general understanding of:
1. the scientific, technical, or specialized knowledge of psychology as it applies to the law.
2. examining or treating persons in anticipation of or subsequent to legal, contractual, administrative, proceedings.
3. offering expert opinion about psychological issues judicial, legislative or administrative bodies.
4. acting in an adjudicative capacity.
5. serving as a trial consultant or otherwise offering expertise to attorneys, the courts, or others.
6. conducting and utilizing research of a forensic nature.

Objectives for the Student

1. Gain an understanding of the methods and techniques used in forensic psychology.
2. Understand the expectations of a Forensic Psychologist through internship possibilities.
3. Apply theory or knowledge to practical applications of Forensic Psychology
4. Develop an analytical understanding of the investigative process through the theories, concepts and terminology utilized in basic investigatory functions and evidentiary techniques.
5. Learn rules of evidence and the application of those rules to the criminal trial process
6. Be introduced to the standard statistical methods and assessment utilized in forensic psychology (i.e. psychopathology, cognitive and risk).

I. Criminal Justice & Law Core (22 credits)

Complete all of the following:

Item #	Title	Credits
CRM 111	Criminal Justice Functions & Processes	3
CRM 130	Introduction to Forensic Psychology	3
CRM 135	Proseminar in Forensic Psychology	1
CRM 310	Victims and Their Experiences	3
CRM 311	Criminology	3
CLB 415	Capstone Seminar	3
CRM 430	Clinical Applications in Forensic Psychology	3
LAW 101	Introduction to Law	3

II. Psychology Core (26 credits)

Complete all of the following:

Item #	Title	Credits
PSY 101	Introduction to Psychology	3
PSY 202	Human Development	3
PSY 207	Statistics with Computer Applications	4
PSY 233	Research Methods & Design	4
PSY 308	Abnormal Psychology	3
PSY 316	Biopsychology	3
PSY 339	Psychology and Law	3
PSY 409	History and Systems of Psychology	3

III. Program Electives (15 credits)

Complete 5 courses from:

Item #	Title	Credits
BIO 209	Fundamentals of Forensics	3
CRM 250	Serial Killers and Other Offenders	3
CRM 315	The Nature of Crime	3
CRM 348	Special Topics	3
CRM 448	Special Topics	3
PSY 242	Problems of Alcohol & Drug Dep Person	3
PSY 304	Counseling: Theory and Practice	3
PSY 320	Community Psychology	3
PSY 406	Personality Theory	3

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Completion of required General Education coursework
- 1/2 of major requirements must be completed at Sage
- Cumulative GPA required for graduation (minimum): 2.000
- Minimum major GPA required for graduation (minimum): 2.200

Suggested Program of Study

The following is a general schedule for the Forensic Psychology program. Please consult the Forensic Psychology Program Director regarding changes to the sequence below. Note: for general/open elective courses, students may take additional CRM or PSY courses. Or some students elect to complete a minor in another discipline.

Year 1 - Fall (16 credits)

CRM 111 Crim Justice Functions

CRM 135 Pro-seminar

LAW 101 Intro to law

PSY 101 Intro to Psychology

RSC 101 Thriving at Sage

WRT 101 Writing in Community

Year 1 - Spring (15 credits)

CRM 130 Intro to Forensic Psych

Major Elective course #1

WRT 201 Researching in Community

General Education course

General/open elective

Year 2 - Fall (13-14 credits)

CRM 211/311 Criminology

PSY 202 or PSY 208 Dev. Psychology

PSY 207 Statistics

RSC 201 Intercultural Persp.

Year 2 - Spring (16 credits)

CRM 310 Victims & their Exp.

Major Elective course #2

PSY 233 Research Methods

General Education course

General/open elective

Year 3 - Fall (15 credits)

Major Elective course #3

PSY 308 Abnormal Psychology

PSY 339 Psychology & law

RSC 301 Innovation

General Education course

Year 3 - Spring (15 credits)

CRM 430

PSY 316 Biopsychology

General Education course

General/open elective

General/open elective

Year 4 - Fall (15 credits)

Major Elective course #4

PSY 409 History & Sytems

General/open elective

General/open elective

General/open elective

Year 4 - Spring (15 credits)

CLB 415 Capstone Seminar

Major Elective course #5

General/open elective

General/open elective

General/open elective

Total Credits	63

Dance

Dance Minor

Degree Type

Minor

The dance minor offers an opportunity to become competent in creating art, familiar with a variety of techniques, and knowledgeable about the history and theory of the chosen art form. [18 credits]

Foundation

Complete one of the following:

Item #	Title	Credits
DAN 111	Introduction to Modern	3
DAN 231	Introduction to Ballet	3

Movement

Complete one of the following:

Item #	Title	Credits
DAN 213	Dance Medicine	3
DAN 226	Creative Movement for Children	3

Intermediate

Complete one of the following:

Item #	Title	Credits
DAN 270	Studio Modern and Ballet	3
DAN 350	Studio Jazz and Tap	3

Experiential

Complete one of the following:

Item #	Title	Credits
DAN 320	Improvisation	3
DAN 404	Performance Repertory	3

Electives

Complete 6 elective credits in Dance

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least a one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- A minimum of one-half of the required credits for the minor must be completed at Sage.
- GPA in Minor required: 2.200 or higher

Total Credits	18

Education

Conceptual Framework

The mission of the School of Education is to prepare highly effective educators, school counselors, and

school leaders who believe in full inclusion, who value diversity, who are reflective, and who are knowledgeable about best practices. Therefore, we ask Sage educators, counselors, and leaders to consider two essential questions throughout their studies and field experiences: Who am I in the lives of those with whom I work? Who am I in the life of my educational community? We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.

Conceptual Framework: An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

AAQEP Accreditation

- Association for the Advancement of Quality Educator Preparation, 173 Milkweed Dr., Lake Frederick, VA 22630. 301-276-5106.

Childhood & Early Childhood Education (B.S.)

Degree Type
Bachelor's

The bachelor of science in Childhood Education and Early Childhood Education (B-6) with a Liberal Arts Concentration prepares Russell Sage College students for NYS teacher certification, grades Birth-6. Students will have the opportunity for extensive formalized experience in school settings. Requirements for admission include a minimum GPA of 3.000. Students have the option of extending their certification to include Middle Childhood and through Russell Sage College Graduate School may complete graduate degrees required for professional certification. With careful planning of the undergraduate program, students may accelerate their graduate study by beginning graduate coursework in the senior year. This teacher licensure program is fully accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). [Childhood and Early Childhood Education, 69-70 credits **+** Liberal Arts & Sciences concentration credits, 30-36 credits]

Liberal Arts & Sciences Concentration

Students in the childhood and early childhood education program must also complete a **liberal arts concentration** in one of the following areas: English, Foreign Language (Spanish), History, or Life Science.

- English - Childhood & Early Childhood Education (B.S.)
- Foreign Language - Childhood & Early Childhood Education (B.S.)
- History - Childhood & Early Childhood Education (B.S.)
- Life Science - Childhood & Early Childhood Education (B.S.)

Core Requirements

Item #	Title	Credits
EDU 201	Education and Society	3
EDU 206	Educational Psychology	3
EDU 252	Learning, Language and Literacy	3
EDU 306	Inclusive Teaching Strategies	4
EDU 314	Social Studies Methods	2
EDU 323	Teaching Math, Science & Technology	4
EDU 337	Classroom Management	3
EDU 352	Advanced Learning, Language & Literacy	4
EDU 401	Student Teaching B-2	6
EDU 402	Student Teaching 3-6	6
EDU 412	Early Childhood B-2 Methods	4

Support Courses

- Complete all of the following:

Item #	Title	Credits
ENG 268	Diverse Voices	3
	HST 105 or HST 106	3
	Language Course	3
MAT 111	Math for Teaching and Learning I	3
MAT 121	Math For Teaching & Learning II	3
PED 225	Concepts of Fitness & Wellness	3
PSY 101	Introduction to Psychology	3
	PSY Lifespan Development (PSY 202 or PSY 208)	3-4
SCI 104	Physical and Earth Sciences	3

Workshops

Complete all of the following:

Item #	Title	Credits
NCR 070	Reporting and Identifying Child Abuse and Maltreatment	0
NCR 071	School Violence Prevention	0
NCR 072	DASA: School Bullying Prevention	0
NCR 317	Health Education Standards WS	0

Middle Childhood Certification, Grades 7-9 (optional)

Middle Childhood Education is not a stand-alone program. Students matriculated in Childhood and Early Childhood Education with a concentration area (grades Birth-6) may elect to expand the age range of their certification to include preparation for teaching in middle school (grades 7-9).

Students desiring the Middle Childhood Certification must complete their Childhood & Early Childhood Education/concentration program requirements and also complete the following courses.

- EDU 325 Teaching & Learning in Middle School (3 credits)
- EDU 474 Reading & Writing in the Content Areas (3 credits)

Academic Standards

- Cumulative GPA: to enroll in and remain in a Childhood & Early Childhood Education program, students must have and maintain an overall Cumulative grade point average of 3.000 or higher.
- Major GPA: students must achieve and maintain a major GPA of 3.000 or higher in all major course requirements prior to entry into the methods courses (EDU 300 level courses).
- To be eligible for student teaching, a student must have achieved a 3.000 or higher cumulative average.
- Students must earn course grade of C or higher (2.000) in all courses required in the major program including the support and concentration courses.
- All students in education are required to subscribe to a designated portfolio system.

Additional Information

- U.S. citizenship or declaration of intent to become a U.S. citizen is required for teacher certification in New York State.
- Successful passage of the New York State Teacher Certification Examinations is required of all applicants seeking certification.
- Applicants for New York state certification will have to be fingerprinted and undergo a criminal history review. The cost of this process will be the applicant's responsibility. The Education Office will provide information on how to meet this requirement.
- One student teaching experience must be at the B-2 grade level and one at the 3-6 grade level. Students are personally responsible for transportation arrangements in connection with student teaching assignments.
- All education courses required in Childhood Education Early Childhood Education program, including the non-credit workshops must be completed before beginning student teaching.
- Data on placement of graduates: www.sage.edu/academics/schools/education/

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 3.000
- Major GPA required for graduation (minimum): 3.000
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework
- Completion of 60 liberal arts and sciences credits (minimum)

Total Credits	69-70

Education Minor

Degree Type

Minor

The minor in Education (19-20 credits) is for students interested in learning more about the teaching profession and the role education plays in society. The minor serves as a bridge between undergraduate majors and graduate level education programs at Russell Sage College. Note: the minor in Education does not qualify students for teacher certification.

I. Core

Complete all of the following:

Item #	Title	Credits
EDU 201	Education and Society	3
EDU 252	Learning, Language and Literacy	3
EDU 306	Inclusive Teaching Strategies	4
EDU 474	Reading & Writing in the Content Areas	3

II. Support

Complete one of the following:

Item #	Title	Credits
EDU 206	Educational Psychology	3
PSY 202	Human Development	3
PSY 208	Developmental Science	4

III. Language

- Complete *one* semester of a language other than English. ASL 101 American Sign Language I is recommended.

Item #	Title	Credits
ASL 101	American Sign Language I	3

Minor Policy

- Minors may be declared any time before the completion of the add/drop period in the first term of the senior year or before completion of 87 credit hours, whichever comes later
- Successful completion of at least one course in the minor is a prerequisite to such declaration
- Only two of the required minor courses may also count toward major or another minor's requirements
- A minimum of one-half of the required credits for the minor must be completed at Sage
- GPA in Minor required: 2.200 or higher

Total Credits	19-20

English/Childhood & Early Childhood Education (B.S.)

Degree Type

Bachelor's

The **Childhood Education and Early Childhood Education with the English concentration** program leads to NYS certification to teach grades Birth-6 in the public schools. Students entering this program will graduate with a Bachelor of Science degree in English/Childhood & Early Childhood Education. Please see the Childhood & Early Childhood Education (B.S.) program page in the Catalog for a complete overview of the Academic Standards required for this academic program. [English concentration credits = 31 credits]

English Concentration Core

Item #	Title	Credits
ENG 190	Introduction to English Studies	4
ENG 309	Major Writers	4
ENG 405	Senior Seminar/Project	4
PHL 275	Critical Issues in Contemporary Culture	4

Survey

Complete one of the following (3 credits)

Item #	Title	Credits
ENG 201	British Literature I	3
ENG 202	British Literature II	3
ENG 206	American Literature II	3
ENG 208	American Literature I	3
ENG 211	British Literature III	3

Period

Complete one of the following (3 credits)

Item #	Title	Credits
ENG 303	Romantic Literature	3
ENG 304	Victorian Literature	3
ENG 305	Modern British Novel	3
ENG 308	Modern Theatre	3
ENG 313	Medieval Literature	3
ENG 319	18th Century British Literature	3
ENG 323	Renaissance Literature	3
ENG 338	Modern American Novel	3
ENG 341	Modern Poetry	3

Children & Teen

Complete one of the following (3 credits)

Item #	Title	Credits
ENG 165	#teenlit	3
ENG 222	Children's Literature	3

Practice of Writing

Complete one of the following (3 credits)

Item #	Title	Credits
ENG 231	Creative Writing	3
ENG 233	Professional Media Writing	3
ENG 246	Careers in Writing	3
HUM 314	The Creative Life	3

Period or Survey

Complete one additional ENG period or survey course (3 credits)

Childhood Education Core

Complete all of the following:

Item #	Title	Credits
EDU 201	Education and Society	3
EDU 206	Educational Psychology	3
EDU 252	Learning, Language and Literacy	3
EDU 306	Inclusive Teaching Strategies	4
EDU 314	Social Studies Methods	2
EDU 323	Teaching Math, Science & Technology	4
EDU 337	Classroom Management	3
EDU 352	Advanced Learning, Language & Literacy	4
EDU 401	Student Teaching B-2	6
EDU 402	Student Teaching 3-6	6
EDU 412	Early Childhood B-2 Methods	4

Support Courses

Complete all of the following:

Item #	Title	Credits
ENG 268	Diverse Voices	3
	HST 105 or HST 106	3
	Language Course	3
MAT 111	Math for Teaching and Learning I	3
MAT 121	Math For Teaching & Learning II	3
PED 225	Concepts of Fitness & Wellness	3
PSY 101	Introduction to Psychology	3
	PSY Lifespan Development (PSY 202 or PSY 208)	3-4
SCI 104	Physical and Earth Sciences	3

Workshops

Item #	Title	Credits
NCR 070	Reporting and Identifying Child Abuse and Maltreatment	0
NCR 071	School Violence Prevention	0
NCR 072	DASA: School Bullying Prevention	0
NCR 317	Health Education Standards WS	0

Middle Childhood Certification, Grades 7-9 (Optional)

Students desiring the Middle Childhood Certification must complete the Childhood & Early Childhood Education/English requirements as shown above and also complete the following courses.

- EDU 325 Teaching & Learning in Middle School (3 credits)
- EDU 474 Reading & Writing in the Content Areas (3 credits)

Academic Standards

- Cumulative GPA: to enroll in and remain in a Childhood & Early Childhood Education program, students must have and maintain an overall cumulative grade point average of 3.000 or higher.
- Major GPA: students must achieve and maintain a major GPA of 3.000 or higher in all major course requirements prior to entry into the methods courses (EDU 300 level courses).
- To be eligible for student teaching, a student must have achieved a 3.000 or higher cumulative average.
- Students must earn a grade of C or higher (2.000) in all courses required in the major program including the support and concentration courses.
- All students in education are required to subscribe to a designated portfolio system.

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 3.000
- Major GPA required for graduation (minimum): 3.000
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework
- Completion of 60 liberal arts and sciences credits (minimum)

Suggested Course Sequence

The following is a general course plan for students in the English and Childhood & Early Childhood Education program.

Year 1 - Fall (16 credits)

ENG 190 Intro to English Studies

MAT 111 Math for Teach & Learning I

PSY 101 Introto Psychology

RSC 101 Thriving at Sage

WRT 101 Writing in Community

Year 1 — Spring (15 credits)

EDU 201 Education and Society

ENG concentration course

MAT 121 Math For Teaching & Learning II

SCI 104 Physical and Earth Sciences

WRT 201 Researching in Community

Year 2 - Fall (16 credits)

EDU 206 Educational Psychology

ENG 309 Major Writers

HST 105 or HST 106

Language Course or RSC 201

PHL 275 Critical Issues

Year 2 - Spring (16 credits)

EDU 252 Learning, Lang & Lit

ENG concentration course

Language Course or RSC 201

PSY 208 Dev. Science

Year 3 - Fall (15 credits)

EDU 314 Social Studies Methods

EDU 337 Classroom Management

EDU 352 Adv Learning, Lang & Lit

ENG 268 Diverse Voices

PED 225 Wellness

Year 3 - Spring (15 credits)

EDU 323 Teaching Math, Science & Technology

EDU 306 Inclusive Teaching Strategies

EDU 412 Early Childhood B-2 Methods

General education course

Year 4 - Fall (12 credits)

EDU 401 Student Teaching B-2

EDU 402 Student Teaching 3-6

Year 4 - Spring (16 credits)

ENG 405 Senior Seminar

RSC 301 Innovation

General education course

General education course

General/open elective

Total Credits	100-101

Foreign Language/Childhood & Early Childhood Education (B.S.)

Degree Type

Bachelor's

The Bachelor of Science degree in Childhood Education & Early Childhood Education/Foreign Language concentration leads to NYS certification to teach grades Birth-6 in the public schools. Please see the Childhood & Early Childhood Education main program page for a complete overview including information on academic standards. Students may also pursue the optional middle childhood education certification in Spanish (grades 7-9). [Foreign Language concentration = 30 credits]

Foreign Language Core

Item #	Title	Credits
SPA 101	Introduction to Spanish	3
SPA 102	Continuing Introduction to Spanish	3
SPA 201	Intermediate Spanish I	3
	SPA 202 or SPA 211	3
	SPA 200 Level Electives	6
SPA 408	Seminar	3
	Foreign Language Electives	9

Childhood Education

Complete all of the following:

Item #	Title	Credits
EDU 201	Education and Society	3
EDU 206	Educational Psychology	3
EDU 252	Learning, Language and Literacy	3
EDU 306	Inclusive Teaching Strategies	4
EDU 314	Social Studies Methods	2
EDU 323	Teaching Math, Science & Technology	4
EDU 337	Classroom Management	3
EDU 352	Advanced Learning, Language & Literacy	4
EDU 401	Student Teaching B-2	6
EDU 402	Student Teaching 3-6	6
EDU 412	Early Childhood B-2 Methods	4

Education Support Courses

Complete all of the following:

Item #	Title	Credits
ENG 268	Diverse Voices	3
	HST 105 or HST 106	3
MAT 111	Math for Teaching and Learning I	3
MAT 121	Math For Teaching & Learning II	3
PSY 101	Introduction to Psychology	3
	PSY Lifespan Development (PSY 202 or PSY 208)	3-4
SCI 104	Physical and Earth Sciences	3

Workshops

Complete all of the following:

Item #	Title	Credits
NCR 070	Reporting and Identifying Child Abuse and Maltreatment	0
NCR 071	School Violence Prevention	0
NCR 072	DASA: School Bullying Prevention	0
NCR 317	Health Education Standards WS	0

Academic Standards

- Cumulative GPA: to enroll in and remain as a student in the Childhood & Early Childhood Education program, students must have and maintain an overall cumulative grade point average of 3.000 or higher.
- Major GPA: students must achieve and maintain a major GPA of 3.000 or higher in all major course requirements prior to entry into the methods courses (EDU 300 level courses).
- To be eligible for student teaching, a student must have achieved a 3.000 or higher cumulative average.
- Students must earn a grade of C or higher (2.000) in all courses required in the major program including the support and concentration courses.
- All students in the education programs are required to subscribe to a designated portfolio system.

Middle Childhood Certification, Grades 7-9 (Optional)

Students desiring the Middle Childhood Certification in **Spanish** must complete the Childhood & Early Childhood Education/Foreign Language requirements listed above and the following requirements:

- EDU 325 Teaching & Learning in Middle School (3 credits)
- EDU 474 Reading & Writing in the Content Areas (3 credits)

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 3.000
- Major GPA required for graduation (minimum): 3.000
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework
- Completion of 60 liberal arts and sciences credits (minimum)

Total Credits	93-94

History/Childhood & Early Childhood Education (B.S.)

Degree Type

Bachelor's

The Bachelor of Science degree in Childhood Education & Early Childhood Education/History concentration leads to NYS certification to teach grades Birth-6 in the public schools. Please see the Childhood & Early Childhood Education main program page for a complete overview including information on academic standards. [History concentration = 36 credits]

History Requirements

Complete all of the following:

Item #	Title	Credits
HST 105	History of the United States I	3
HST 106	History of the United States II	3
HST 155	Big History: From the Big Bang to AI	3
HST 209	The World Since 1900	3
HST 250	Methods, Media and The Public	3
	HST Electives (15 credits)	15
	POL Elective	3
	ECO Elective	3

Education Core Requirements

Complete all of the following:

Item #	Title	Credits
EDU 201	Education and Society	3
EDU 206	Educational Psychology	3
EDU 252	Learning, Language and Literacy	3
EDU 306	Inclusive Teaching Strategies	4
EDU 314	Social Studies Methods	2
EDU 323	Teaching Math, Science & Technology	4
EDU 337	Classroom Management	3
EDU 352	Advanced Learning, Language & Literacy	4
EDU 401	Student Teaching B-2	6
EDU 402	Student Teaching 3-6	6
EDU 412	Early Childhood B-2 Methods	4

Education Support Courses

Complete all of the following:

Item #	Title	Credits
ENG 268	Diverse Voices	3
	Language Course	3
MAT 111	Math for Teaching and Learning I	3
MAT 121	Math For Teaching & Learning II	3
PSY 101	Introduction to Psychology	3
	PSY Lifespan Development (PSY 202 or PSY 208)	3-4
SCI 104	Physical and Earth Sciences	3

Workshops

Item #	Title	Credits
NCR 070	Reporting and Identifying Child Abuse and Maltreatment	0
NCR 071	School Violence Prevention	0
NCR 072	DASA: School Bullying Prevention	0
NCR 317	Health Education Standards WS	0

Middle Childhood Certification, 7-9 (Optional)

Students desiring the Middle Childhood Certification in History must complete the Childhood & Early Childhood Education/History requirements listed above and also complete the following courses.

- EDU 325 Teaching & Learning in Middle School (3 credits)
- EDU 474 Reading & Writing in the Content Areas (3 credits)

Academic Standards

- Cumulative GPA: to enroll in and remain in a Childhood & Early Childhood Education program, students must have and maintain an overall cumulative grade point average of 3.000 or higher.
- Major GPA: students must achieve and maintain a major GPA of 3.000 or higher in all major course requirements prior to entry into the methods courses (EDU 300 level courses).
- To be eligible for student teaching, a student must have achieved a 3.000 or higher cumulative average.
- Students must earn a grade of C or higher (2.000) in all courses required in the major program including the support and concentration courses.
- All students in education are required to subscribe to a designated portfolio system.

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 3.000
- Major GPA required for graduation (minimum): 3.000
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework
- Completion of 60 liberal arts and sciences credits (minimum)

Suggested Program of Study

Year 1 - Fall (15 credits)

HST 155 Big History: Big Bang to AI

MAT 111 Math for Teaching and Learning I

PSY 101 Introduction to Psychology

RSC 101 Thriving at Sage

WRT 101 Writing in Community

Year 1 - Spring (15 credits)

HST 105 or HST 106

EDU 201 Education and Society

MAT 121 Math for Teach & Learning II

SCI 104 Physical and Earth Sciences

WRT 201 Researching in Community

Year 2 - Fall (16 credits)

EDU 206 Educational Psychology

HST 250 Methods, Media, & the Public

HST concentration course

Language Course or RSC 201

PSY 202 or PSY 208 Dev Science

Year 2 - Spring (15 credits)

EDU 252 Learning, Lang & Lit

HST concentration course

HST concentration course

Language Course or RSC 201

PED 225 Wellness

Year 3 - Fall (15 credits)

EDU 314 Social Studies Methods

EDU 337 Classroom Management

EDU 352 Adv Learning, Lang & Lit

HST 209 The World since 1900

HST concentration course

Year 3 - Spring (18 credits)

EDU 323 Teaching Math, Sci & Tech

EDU 306 Inclusive Teaching Strategies

EDU 412 Early Childhood B-2 Methods

HST concentration course

HST concentration course

Year 4 - Fall (15 credits)

EDU 401 Student Teaching B-2

EDU 402 Student Teaching 3-6

RSC 301 Innovation

Year 4 - Spring (15 credits)

ENG 268 Diverse Voices

General education course (Art or Dist)

General education course (Art or Dist)

HST concentration course

HST concentration course

Total Credits	99-100

Life Science/Childhood & Early Childhood Education (B.S.)

Degree Type

Bachelor's

The Bachelor of Science degree in Childhood Education & Early Childhood Education/Life Science concentration leads to NYS certification to teach grades Birth-6 in the public schools. Please see the Childhood & Early Childhood Education (B.S.) program page for a complete overview including the Academic Standards required for this academic program. [Education, 66-67 credits + Life Science concentration, 31 credits = 97-98 credits]

Life Science Requirements

Item #	Title	Credits
BIO 101	General Biology I	4
BIO 102	General Biology II	4
BIO 110	Environmental Issues	3
BIO 207	Fundamentals of Genetics	3
BIO 359	Explorations in Research Methods	3
SCI 104	Physical and Earth Sciences	3
SCI 120	Nutrition Science	3
PHY 101	General Physics I	3
PHY 101L	General Physics I Lab	1
PHY 102	General Physics II	3
PHY 102L	General Physics II Lab	1

Education Core

Item #	Title	Credits
EDU 201	Education and Society	3
EDU 206	Educational Psychology	3
EDU 252	Learning, Language and Literacy	3
EDU 306	Inclusive Teaching Strategies	4
EDU 314	Social Studies Methods	2
EDU 323	Teaching Math, Science & Technology	4
EDU 337	Classroom Management	3
EDU 352	Advanced Learning, Language & Literacy	4
EDU 401	Student Teaching B-2	6
EDU 402	Student Teaching 3-6	6
EDU 412	Early Childhood B-2 Methods	4

Education Support Courses

Complete all of the following:

Item #	Title	Credits
ENG 268	Diverse Voices	3
	HST 105 or HST 106	3
	Language Course	3
MAT 111	Math for Teaching and Learning I	3
MAT 121	Math For Teaching & Learning II	3
PED 225	Concepts of Fitness & Wellness	3
PSY 101	Introduction to Psychology	3
	PSY Lifespan Development (PSY 202 or PSY 208)	3-4

Workshops

Complete all of the following:

Item #	Title	Credits
NCR 070	Reporting and Identifying Child Abuse and Maltreatment	0
NCR 071	School Violence Prevention	0
NCR 072	DASA: School Bullying Prevention	0
NCR 317	Health Education Standards WS	0

Academic Standards

- Cumulative GPA: to enroll in and remain in a Childhood & Early Childhood Education program, students must have and maintain an overall cumulative grade point average of 3.000 or higher.
- Major GPA: students must achieve and maintain a major GPA of 3.000 or higher in all major course requirements prior to entry into the methods courses (EDU 300 level courses).
- To be eligible for student teaching, a student must have achieved a 3.000 or higher cumulative average.
- Students must earn a grade of C or higher (2.000) in all courses required in the major program including the support and concentration courses.
- All students in education are required to subscribe to a designated portfolio system.

Middle Childhood Certification, Grades 7-9 (Optional)

Students desiring the Middle Childhood Certification in **Natural Science** must complete the Childhood & Early Childhood Education/Life Science requirements listed above and the following requirements:

- EDU 325 Teaching & Learning in Middle School (3 credits)
- EDU 474 Reading & Writing in the Content Areas (3 credits)

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 3.000
- Major GPA required for graduation (minimum): 3.000
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework
- Completion of 60 liberal arts and sciences credits (minimum)

Suggested Course Plan

Year 1 - Fall (16 credits)
BIO 101 General Biology I with Lab
MAT 111 Math for Teaching and Learning I
PSY 101 Introduction to Psychology
RSC 101 Thriving at Sage
WRT 101 Writing in Community

Year 1 - Spring (16 credits)
BIO 102 General Biology II with Lab
EDU 201 Education and Society
MAT 121 Math For Teaching & Learning II
SCI 104 Physical and Earth Sciences
WRT 201 Researching in Community

Year 2 - Fall (16 credits)
BIO 110 Environ Issues
EDU 206 Educational Psychology
HST 105 or HST 106
Language Course or RSC 201
PHY 101 Gen Physics I with Lab

Year 2 - Spring (16 credits)
BIO 207 Genetics
CHM 103 Intro to Gen Chem with Lab
EDU 252 Learning, Lang & Lit
Language Course or RSC 201
PSY 208 Dev. Science

Year 3 - Fall (15 credits)
EDU 314 Social Studies Methods
EDU 337 Classroom Management
EDU 352 Adv Learning, Lang & Lit
PED 225 Wellness
General education course

Year 3 - Spring (15 credits)
EDU 323 Teaching Math, Science & Tech
EDU 306 Inclusive Teaching Strategies
EDU 412 Early Childhood B-2 Methods
ENG 268 Diverse Voices

Year 4 - Fall (12 credits)
EDU 401 Student Teaching B-2
EDU 402 Student Teaching 3-6

Year 4 - Spring (15 credits)
BIO 359 Research Methods
RSC 301 Innovation
SCI 120 Nutrition Science
General Education course
General/open elective

Total Credits	97-98

Middle Childhood Education Certification

Degree Type
Bachelor's

Open to current matriculated undergraduate students in a Childhood & Early Childhood Education program wishing to extend their certification grades *Birth-6*, to also include, middle childhood, grades *7-9*. Two types of certifications are awarded, Generalist (G) or Specialist (S), depending on the liberal arts concentration.

- **Concentrations**: English (S), History (S), Natural Science (G), or Spanish (S). See the Childhood & Early Childhood Education program page for an outline of requirements including GPA requirements.

Middle Childhood Certification, grades 7-9
Complete all of the following:

- EDU 325 Teaching & Learning in Middle School (3 credits)
- EDU 474 Reading & Writing in the Content Areas (3 credits)

Physical Education (B.S.)

Degree Type
Bachelor's

The Bachelor of Science degree in Physical Education at Russell Sage College prepares students for NYS teacher certification in K-12 Physical Education. This teacher licensure program is fully accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). Russell Sage College also offers 4+1 accelerated option for students interested in the MS in School Health Education degree. [96 credits]

Core Courses

Item #	Title	Credits
EDU 201	Education and Society	3
EDU 206	Educational Psychology	3
PED 110	Intro to PED, Rec, & Sports Prof	3
PED 215	Fitness Activities in Physical Education	0.5
PED 217	Current Trends & Activities in PE & Recreation	0.5
PED 225	Concepts of Fitness & Wellness	3
PED 240	Sports Medicine	3
PED 303	Tactics/Skills & Invasion/Target Games	3
PED 304	Tactics/Skills: Net/Wall & Field/ Scoring	3
PED 305	Teaching Rhythms and Dance	1
PED 308	Movement Education & Educational Gymnastics	0.5
PED 310	Measurement and Eval in PED	3
PED 311	Instructional Strategies Elementary PED	4
PED 312	Instructional Strategies Secondary PED	4
PED 320	Instructional Strategies for Students w/ Dev Dis	4
PED 322	Instructional Strategies for Students w/ Ortho Sens Dis	4
PED 330	Cooperative Games	0.5
PED 350	Sport Psychology	3
PED 355	Motor Learning	3
PED 407	Physical Education Student Teaching K-12	12
PED 409	Coaching Theory	2
PED 420	Organiz and Admin of PED Programs	3
PED 430	Diversity Service Learning	2

Support Courses

Item #	Title	Credits
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
	Language Course	3
PSY 101	Introduction to Psychology	3
PSY 202	Human Development	3
SCI 306	Kinesiology	4
SCI 310	Exercise Physiology	4
HED 541	Nutrition and Physical Fitness	3

Required Workshops

- Rep & Ident Child Abuse workshop : 0 credit
- Safe Schools Violence Prevention workshop : 0 credit
- DASA/School Bullying workshop : 0 credit

Student Teaching Notes

Before enrolling in PED 407 Physical Education Student Teaching K-12, students must meet the following requirements:

- A grade of C- or higher (1.700) in all PED Core courses including SCI 306 and SCI 310 with the exception of PED 303 and PED 304. Students must have a grade of B- or higher (2.700) in PED 303 and PED 304.
- Achieve and maintain the healthy zones in aerobic capacity (pacer test or mile run), muscular strength and endurance (curl-up), flexibility (sit & reach), and upper body strength and endurance (push-up & modified push-up) as measured by Fitnessgram. Candidates must score at the Acceptable level for four areas listed prior to exiting from the program. Fitness measures will be required in PED 225, SCI 310, PED 401, and if applicable, PED 407.
    - Accommodations will be made for teacher candidates with documented physical disabilities.
- Demonstrate competence in selected game categories as measured by a grade B- or higher in PED 303 and 304.
    - Accommodations will be made for teacher candidates with documented physical disabilities.
- Complete an application for student teaching (PED 407) and submit to the School of Education department office.
- Cumulative GPA of 3.000 or higher.

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 3.000
- Major GPA required for graduation (minimum): 2.750
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework
- Completion of 60 liberal arts and sciences credits (minimum)

Suggested Program of Study

Year 1 - Fall: 15 credits

PED 110 Intro to PED, Rec, & Sports Prof (3cr)

PSY 101 Intro to Psychology (3cr)

RSC 101 Thriving at Sage (3cr)

WRT 101 Writing in Community (3cr)

General Education Course (3cr)

Year 1 - Spring: 15 credits

PED 225 Concepts of Fitness & Wellness (3cr)

PSY 202 (or PSY 208) Human Development (3cr)

WRT 201 Researching in Community (3cr)

Language course, ASL 101 recommended (3cr)

General Education Course (3cr)

Year 2 - Fall: 14 credits

BIO 201/BIO 201L A&P I with Lab (4cr)

EDU 201 Education and Society (3cr)

PED 308 Movement & Gymnastics (.50)

PED 330 Cooperative Games (.50)

PED 350 Sport Psychology (3cr)

RSC 201 Intercultural Perspectives (3cr)

Year 2 - Spring: 15 credits

BIO 202/BIO 202L A&P II with Lab (4cr)

EDU 206 Educational Psychology (3cr)

PED 215 Fitness Activities (.50)

PED 217 Current Trends (.50)

PED 240 Sport Medicine (3cr)

PED 305 Teaching Rhythms & Dance (1cr)

PED 409 Coaching Theory (2cr)

Year 3 - Fall: 17 credits

PED 303 Tactics/Skills & Invasion/Target Games (3cr)

PED 310 Measurement and Eval in PED (3cr)

PED 320 Instr Strategies for Students w/ Dev Dis (4cr)

PED 355 Motor Learning (3cr)

SCI 310/SCI 310L Exercise Phys with Lab (4cr)

Year 3 - Spring: 17 credits

PED 304 Tactics/Skills: Net/Wall & Field/Scoring (3cr)

PED 311 Instr Strategies Elementary PED (4cr)

PED 322 Instr Strategies for Students w/ Ortho Sens Dis (4cr)

SCI 306/SCI 306L Kinesiology with Lab (4cr)

General Education Course (3cr)

Year 4 - Fall: 15 credits

HED 541 Nutrition and Physical Fitness (3cr)

PED 312 Instr Strategies Secondary PED (4cr)

PED 420 Org and Admin of PED Programs (3cr)

PED 430/PED 448 Diversity Service Learning (3cr)

RSC 301 Innovating to Impact (3cr)

Safe Schools Violence Prevention *Workshop*

Reporting and Identifying Child Abuse *Workshop*

Year 4 - Spring: 12 credits

PED 407 Student Teaching K-12 (12cr)

Total Credits	96

Special Education and Childhood & Early Childhood Education (B.S.)

Degree Type
Bachelor's

The bachelor of science in **Special Education and Childhood Education & Early Childhood Education with a Liberal Arts concentration** (English, Foreign Language/Spanish, History, or Life Sciences) prepares Russell Sage College students for NYS teacher certification. You'll take a variety of courses that prepare you for a successful and rewarding career in teaching. Courses include fieldwork and practicum experiences in school settings. This teacher licensure program is fully accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).

Requirements for admission include a minimum GPA of 3.000. With careful planning of the undergraduate program, students may accelerate their graduate study by beginning graduate level coursework in the senior year. [Childhood & Early Childhood and Special Education, 71-74 credits **+** Liberal Arts & Sciences concentration 30-36 credits]

Core Requirements

Complete all of the following:

Item #	Title	Credits
EDU 201	Education and Society	3
EDU 206	Educational Psychology	3
EDU 252	Learning, Language and Literacy	3
SEE 306	Inclusive Teaching Strategies	4
SEE 314	Social Studies Methods	2
SEE 323	Teaching Math, Sci, & Technology	4
SEE 337	Classroom Management	3
SEE 352	Advanced Learning Language & Literacy	4
SEE 401	Student Teaching Students With Disabilities Elementary	6
SEE 402	Student Teaching Students with Disabilities Secondary	6
SEE 412	Early Childhood Methods	4
SEE 415	Assessment, Planning, and Assistive Tech	4

Support Courses

- Complete all of the following:

Item #	Title	Credits
ENG 268	Diverse Voices	3
	HST 105 or HST 106	3
	Language Course	3
MAT 111	Math for Teaching and Learning I	3
MAT 121	Math For Teaching & Learning II	3
PED 225	Concepts of Fitness & Wellness	3
PSY 101	Introduction to Psychology	3
	PSY Lifespan Development (PSY 202 or PSY 208)	3-4
SCI 104	Physical and Earth Sciences	3

Liberal Arts & Sciences Concentration

Students in the B.S. Special Education and Childhood & Early Childhood Education program must also complete a **liberal arts concentration** (30-36 credits) in one of the following areas: English, Foreign Language (Spanish), History, or Life Sciences.

English, 31 credits

• ENG 190 Introduction to English Studies, 4 credits
• ENG 309 Major Writers, 4 credits
• ENG 405 Senior Seminar/Project, 4 credits
• ENG Survey, 3 credits (ENG 201, ENG 202, ENG 206, ENG 208, *or* ENG 211)
• ENG Period, 3 credits (ENG 303, ENG 304, ENG 305, ENG 308, ENG 313, ENG 319, ENG 323, ENG 338, *or* ENG 341)
• ENG Child or Teen, 3 credits (ENG 165 *or* ENG 222)
• ENG Writing, 3 credits (ENG 231, ENG 233, ENG 246, *or* HUM 314)
• ENG Period or Survey, 3 credits
• PHL 275 Critical Issues in Contemporary Culture, 4 credits

Foreign Language, 30 credits

• SPA 102 Cont Intro to Spanish, 3 credits
• SPA 201 Intermediate Spanish I, 3 credits
• SPA 202 Int. Spanish II *or* SPA 211 Adv. Int. Spanish II, 3 credits
• SPA 200 Level Elective course, 3 credits
• SPA 200 Level Elective course, 3 credits
• SPA 408 Seminar, 3 credits
• Foreign Lang Elective course, 3 credits
• Foreign Lang Elective course, 3 credits
• Foreign Lang Elective course, 3 credits

History, 36 credits

• HST 105 US History I, 3 credits
• HST 106 US History II, 3 credits
• HST 155 Big History: Big Bang to AI, 3 credits
• HST 209 The World Since 1900, 3 credits
• HST 250 Methods, Media and the Public , 3 credits
• HST Elective (200 or 300 lev), 3 credits
• HST Elective (200 or 300 lev), 3 credits
• HST Elective (200 or 300 lev), 3 credits
• HST Elective (200 or 300 lev), 3 credits
• HST Elective (200 or 300 lev), 3 credits
• POL Political Science Elective, 3 credits
• ECO Economics Elective, 3 credits

Life Sciences, 31 credits

• BIO 101/BIO 101L General Biology I, 4 credits
• BIO 102/BIO 102L General Biology II, 4 credits
• BIO 110 Environmental Science, 3 credits
• BIO 207 Genetics, 3 credits
• BIO 359 Research Methods, 3 credits
• PHY 101/PHY 101L General Physics I, 4 credits
• PHY 102/PHY 102L General Physics I, 4 credits
• SCI 104 Physical and Earth Sciences, 3 credits
• SCI 120 Nutrition Science, 3 credits

Workshops

Complete all of the following:

Item #	Title	Credits
NCR 070	Reporting and Identifying Child Abuse and Maltreatment	0
NCR 071	School Violence Prevention	0
NCR 072	DASA: School Bullying Prevention	0
NCR 317	Health Education Standards WS	0

Academic Standards

- Cumulative GPA: to enroll in and remain in a Childhood & Early Childhood Education and Special Education program, students must have and maintain an overall Cumulative grade point average of 3.000 or higher.
- Major GPA: students must achieve and maintain a major GPA of 3.000 or higher in all major course requirements prior to entry into the methods courses (EDU/SEE 300 level courses).
- To be eligible for student teaching, a student must have achieved a 3.000 or higher cumulative average.
- Students must earn a course grade of C or higher (2.000) in all courses required in the major program including the support and concentration courses.
- All students in education are required to subscribe to a designated portfolio system.

Additional Information

- U.S. citizenship or declaration of intent to become a U.S. citizen is required for teacher certification in New York State.
- Successful passage of the New York State Teacher Certification Examinations (LAST, ATS-W) is required of all applicants seeking certification.
- Applicants for New York state certification will have to be fingerprinted and undergo a criminal history review. The cost of this process will be the applicant's responsibility. The Education Office will provide information on how to meet this requirement.
- One student teaching experience must be at the 1-3 grade level and one at the 4-6 grade level. Students are personally responsible for transportation arrangements in connection with student teaching assignments.
- All education courses required in Childhood Education, including the non-credit workshops, must be completed before beginning student teaching.
- Data on placement of graduates: www.sage.edu/academics/schools/education/

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 3.000
- Major GPA required for graduation (minimum): 3.000
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework
- Completion of 60 liberal arts and sciences credits (minimum)

Total Credits	103-110

English

English, Writing, and Culture (B.A.)

Degree Type

Bachelor's

With an emphasis on the power of language, the B.A. in English, Writing, and Culture at Russell Sage College, seeks to cultivate critical, integrative, and creative thinking, sophisticated reading, powerful expression, and embodied ethics. Stories form the core of who we are, our relationships with others, and the futures we create. Faculty and students come together to develop greater knowledge and appreciation of the richness and diversity of literature, exploring the world's stories as diverse representations of human experience, works of art, and cultural artifacts. We foster a shared commitment to becoming writers and thinkers who formulate relevant questions, make thoughtful decisions, collaborate meaningfully, and create writing that shapes the world. Students develop a facility with clear, complex communication and thinking that is recognized by employers as essential and provides a foundation for meaningful, engaged living in our dynamic world. [43 credits]

Program Core (19 credits)

Complete all of the following:

Item #	Title	Credits
ENG 190	Introduction to English Studies	4
ENG 309	Major Writers	4
ENG 405	Senior Seminar/Project	4
ENG/HUM Writing	ENG 246, ENG 233, or HUM 314	3
PHL 275	Critical Issues in Contemporary Culture	4

Survey & Literary (6 credits)

Complete two of the following:

Item #	Title	Credits
ENG 201	British Literature I	3
ENG 202	British Literature II	3
ENG 206	American Literature II	3
ENG 208	American Literature I	3
ENG 211	British Literature III	3
ENG 332	Sowing & Reaping: Reflection on Life	3

Periods and Genres (3 credits)

Complete one of the following:

Item #	Title	Credits
ENG 222	Children's Literature	3
ENG 303	Romantic Literature	3
ENG 304	Victorian Literature	3
ENG 305	Modern British Novel	3
ENG 308	Modern Theatre	3
ENG 313	Medieval Literature	3
ENG 319	18th Century British Literature	3
ENG 323	Renaissance Literature	3
ENG 338	Modern American Novel	3
ENG 341	Modern Poetry	3
ENG 348	Selected Topics in English	3

Diverse Voices (3 credits)

Complete one of the following:

Item #	Title	Credits
ENG 213	African-American Literature	3
ENG 215	U.S. Latino/Latina Literature	3
ENG 221	Native American Literature	3
ENG 248	Selected Topics in English	3
ENG 250	Women's Literature	3
ENG 264	The Bible as Literature	3
ENG 265	Mythology	3
ENG 267	Ill-Behaved Women: Nursing & Lit (Honors)	3
ENG 268	Diverse Voices	3

Writing and Rhetoric (3 credits)

Complete one of the following:

Item #	Title	Credits
ENG 225	The Short Story	3
ENG 231	Creative Writing	3
ENG 232	Creative Writing	3
ENG 233	Professional Media Writing	3
ENG 248	Selected Topics in English	3
HUM 320	Writing and Illustration	3

Cultural and Media Studies (3 credits)

Complete one of the following:

Item #	Title	Credits
HUM 310	Seeing Into Words	3
HUM 317	Image & Shadow: Drama & Film	3
HUM 319	Reading the Lives of Artists	3
HUM 348	Special Topics	3
HUM 360	Culture & Media	3

Advanced Study/Praxis (3 credits)

Complete one of the following. (ENG 448 by permission of the program director).

Item #	Title	Credits
ENG 410	Honors Project	3
ENG 427	English Internship	3
ENG 448	Selected Topics in English	3

Program Elective (3 credits)

Complete one course from ENG, HUM, or PHL. Must be 200-level or higher (3 credits).

Item #	Title	Credits
EWC Elective	ENG, HUM, or PHL course	3

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Completion of General Education coursework required
- 1/2 of major requirements must be completed at Sage
- Cumulative GPA required for graduation (minimum): 2.000
- Minimum major GPA required for graduation (minimum): 2.200

	Total Credits	43

English Minor

Degree Type

Minor

Survey Coursework

- Complete *two* from the following:

Item #	Title	Credits
ENG 201	British Literature I	3
ENG 202	British Literature II	3
ENG 206	American Literature II	3
ENG 208	American Literature I	3
ENG 211	British Literature III	3

Major Authors

- Complete *one* from the following:

Item #	Title	Credits
ENG 401	Shakespeare	3
ENG 414	Chaucer	3
ENG 448	Selected Topics in English	3

English Electives

- Complete an additional 9 credits of electives from ENG courses:
  - ENG 101 and ENG 220 do not count as English Minor Electives

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least a one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- A minimum of half the required credits for the minor must be completed at Sage.
- GPA in Minor required: 2.200 or higher

	Total Credits	18

Health Sciences

Health Sciences (B.S.)

Degree Type

Bachelor's

The Bachelor of Science degree in Health Sciences at Russell Sage College prepares you with courses in culture and health, wellness, and medical ethics with a strong foundation in the necessary scientific knowledge, research, and laboratory skills. Students interested in completing an internship experience (HSC 327) consult with the HSC Program Director for assistance and final approval. Students may select to complete a concentration in exercise science (optional). [63-65 credits]

Linked Programs

Accelerated tracks are available for the Occupational Therapy (M.S.) and Physical Therapy (D.P.T) programs. Students in 4+2 or 4+3 linked programs complete the undergraduate Health Sciences degree before moving on to physical or occupational therapy graduate coursework. More information on graduate admission and degree requirements can be found in the Russell Sage College Graduate Catalog.

Accelerated

Occupational Therapy 3+2 (B.A./B.S. and M.S.)
Physical Therapy 3+3 (B.A./B.S. and D.P.T.)

Linked

Occupational Therapy 4+2 (B.A./B.S. to M.S.)
Physical Therapy 4+3 (BA/BS to D.P.T.)

Core Requirements

- Complete *all* of the following:

Item #	Title	Credits
HSC 204	Introduction to Health Professions	2
HSC 215	Health/Wellness Across Lifespan	3
HSC 306	Culture and Health	3
HSC 450	Research Methods for the Health Sciences	3
HUM 420	Medical Ethics	3
BIO 101	General Biology I	4
BIO 102	General Biology II	4
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
PHY 101	General Physics I	3
PHY 101L	General Physics I Lab	1
PSY 101	Introduction to Psychology	3
	PSY Lifespan Development (PSY 202 or PSY 208)	3-4
SCI 110	Medical Terminology	3
SCI 120	Nutrition Science	3
SCI 240	Pathology and Prevention Injury	3
SCI 310	Exercise Physiology	4
	Statistics: MAT 220 or PSY 207	4

Capstone

- Complete *one* of the following:

Item #	Title	Credits
BIO 401	Research Project	3
BIO 450	Seminar in Biology	3

Natural and Applied Sciences Electives

- Complete one course from the following:

Item #	Title	Credits
BIO 207	Fundamentals of Genetics	3
BIO 208	Microbiology	4
BIO 220	Cell Biology	4
BIO 350	New Emerging Diseases	3
BIO 484	Neurobiology	3
CHM 103	Introduction to General Chemistry	4
CHM 104	Introduction to Organic & Biochemistry	4
PED 355	Motor Learning	3
PHY 102	General Physics II	3
PHY 102L	General Physics II Lab	1
SCI 235	Sports Nutrition	3
SCI 242	Orthopedic Evaluation	3
SCI 306	Kinesiology	4

Exercise Science Concentration (optional)

Note: the Exercise Science concentration is not available for students in the OT track or PT track.

Complete the following:

Item #	Title	Credits
HSC 415	Exercise Rx - Health & Disease	4
SCI 235	Sports Nutrition	3
SCI 306	Kinesiology	4
PED 350	Sport Psychology	3
	Exercise Science Selection	3

Academic Standards

In order to graduate with a B.S. in Health Sciences students are required to earn a cumulative GPA of 2.000 and a major GPA of 2.750. Students who are not able to meet the 2.750 major GPA requirement may be prevented from progressing in the Health Sciences program and may be advised to select an alternative major at the College.

Health Sciences students enrolled in **linked programs** with graduate degrees in **Occupational Therapy (M.S.)** or **Physical Therapy (D.P.T.)** are required to complete 45 Sage undergraduate credits (minimum) and maintain higher cumulative & science GPA standards. Students should consult with their faculty advisor(s) and the catalog pages outlining OT and PT degree requirements for more information about these standards.

Degree Completion Notes

- Total credits required for bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 2.750
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework

Suggested Program of Study

The following is a general course plan for the Health Sciences major without a particular concentration. The suggested course sequencing plans for Health Sciences to the DPT program (3+3 & 4+3), Health Sciences to the MS in OT program (3+2 & 4+2), or Health Sciences with Exercise Science concentration can be obtained from a student's faculty advisor in Health Sciences or the Health Sciences Program Director

Year 1 - Fall: 16 credits
BIO 101/BIO 101L (*or* CHM 103/103L - PT 3+3 track)
HSC 215 Health & Wellness
PSY 101 Intro to Psychology
RSC 101 Thriving at Sage
WRT 101 Writing in Community

Year 1 - Spring: 15 credits
BIO 102/BIO 102L (*or* CHM 104/104L - PT 3+3 track)
HSC 204 Intro to Professions
SCI 110 Medical Terminology
WRT 201 Researching in Community
General/open Elective course

Year 2 - Fall: 14 credits
BIO 201/BIO 201L Anat & Phys I
MAT 220 *or* PSY 207 Statistics
RSC 201 Intercultural Perspectives
SCI 120 Nutrition Science

Year 2 - Spring: 13-14 credits
BIO 202/BIO 202L Anat & Phys II
PSY 202 or PSY 208 Dev Psychology
SCI 240/SCI 240L Pathology & Prevention Injury
General Education course

Year 3 - Fall: 16 credits
HSC 306 Culture & Health
RSC 301 Innovation
SCI 310/SCI 310L Exercise Physiology
General Education Course
General/open Elective course

Year 3 - Spring: 16 credits
HUM 420 Medical Ethics
Natural & Appl Sci Elective Course
General Education Course
General/open Elective course
General/open Elective course

Year 4 - Fall: 15 credits

HSC 327 Internship
HSC 450 Research Methods
PHY 101/PHY 101L General Physics I
General/open Elective course
General/open Elective course

Year 4 - Spring: 15 credits
BIO 401 Sr. Project *or* BIO 450 Seminar in Biology
General/open Elective course
General/open Elective course
General/open Elective course
General/open Elective course

Total Credits	63-65

History

History (B.A.)

Degree Type
Bachelor's

The study of history is essential to an understanding of world events, from the transformation of Eastern Europe to developments in contemporary China or Africa. History is also critical to understanding movements shaping modern times, from the evolution of U.S. foreign and domestic policy to revolutions in modern science and technology. At Russell Sage College, a major in history can include, along with traditional courses in United States and Western Civilization, extended investigation of the rich diversity of the global historical experience. The study of history includes political, economic, social, religious, artistic, and intellectual aspects of humanity. [43-58 credits]

I. History Core

- Complete all of the following:

Item #	Title	Credits
HST 209	The World Since 1900	3
HST 250	Methods, Media and The Public	3
HST 322	Final Solution and Genocide	3
HST 401	Seminar	4

II. History Electives

- **Complete six History courses (18 credits)**. At least three of the HST courses should be from the 200-300 level courses.

III. Economics and Political Science

- Complete one POL course (3 credits) and one SOC course (3 credits)

IV. Humanities

- Complete two courses from AEM, ARH, ENG, Foreign Languages, or PHL (6 credits)

V. Pathway (optional)

Students may opt to complete a Pathway in American Studies, International Globalization Studies, or Public History (15 credits)

American Studies

Item #	Title	Credits
	Identities Course	3
	History of the Americas Course	3
	Literature of the Americas Selection	6
	American Politics Course	3

International Globalization Studies

Item #	Title	Credits
	Globalization and Crisis Course	3
	International Political Economy Course	3
	Geographic Regions Areas of Study	9

Public History

Item #	Title	Credits
	History or Museum Studies Selection	6
	Public History Related Electives	9

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 2.200
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework
- Completion of 90 liberal arts and sciences credits (minimum)

Total Credits	43

History Minor

Degree Type

Minor

The History minor [18 credits] is designed to give students an overview of recent world history, an introduction to history as a way to understand human development, and a sampling of historical experiences in selected regions and time periods.

Core

- Complete the following:

Item #	Title	Credits
HST 209	The World Since 1900	3
HST 250	Methods, Media and The Public	3
HST 322	Final Solution and Genocide	3

History Electives

Complete three history courses (HST) representing a range of world regions (9 credits)

- This selection of courses should be made on the basis of:
    1. Supplementing the student's major with relevant historical knowledge.
    2. Gaining an appreciating for the globalism and diversity of historical experience.

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least a one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- One-half of the required credits for the minor must be completed at Sage.
- GPA in Minor required: 2.200 or higher

Total Credits	18

Interdisciplinary Studies

Diversity & Social Justice Minor

Degree Type

Minor

The Diversity and Social Justice Studies Minor is an 18-credit interdisciplinary program that examines the creation and meaning of social identity across current and past societies and institutions. This program provides students with a critical analysis of how socially constructed identity categories including gender, sexuality, race, ethnicity, religious affiliation, and national identity relate to power and knowledge, and to one's global position. The program (a) emphasizes the notion that cultural and social systems, such as legal, political, educational, familial and economic, are organized around and reproduce assumptions and beliefs about identity categories, (b) explores the links between "difference" and (unequal) power relations and access to resources by exploring inequities in wealth and political distribution, and social privileges, (c) examines social justice as the fair and just relationships between individuals and larger social institutions, and (d) contributes to the existing and growing body of scholarship that recognizes and acknowledges the role of power differences in individual and group well-being.

The goals of the program are four-fold:

1. to examine and analyze the social construction of identity categories (gender, sexuality, race, class, age, national status, religious affiliation, etc.) and recognize differences and similarities between these categories.
2. to recognize, address, and challenge global inequities around these intersecting identity categories and analyze how social structures and policies, and systems of representation perpetuate these inequities.
3. to examine the concepts of social identity from multiple and interdisciplinary perspectives and recognize the complex contexts that shape those views.
4. to explore how social justice has been achieved across space and time and the effectiveness of social initiatives in addressing and remedying social inequality.

The Diversity and Social Justice minor encourages students to draw on social scientific understandings of identity and inequality, while incorporating interdisciplinary approaches and the development of intercultural knowledge through diverse course offerings and learning opportunities. The examination of how identity influences the social world enhances the meaning and scope of study in many fields, including psychology, sociology, criminal justice, health, literature, art, philosophy, law, and history. Courses are divided into three thematic areas: Identity and Inequality, Social and Cultural Representation and Analysis and Social Justice.

* Courses required for this minor are offered primarily on the Albany campus.

Part 1: Core Coursework

Item #	Title	Credits
PSY 211	Introduction to Gender & Sexuality	3
SOC 208	Race and Ethnic Relations	3

Part 2: Thematic Areas

- Complete **12 credits** in: Identity & Equality (6 credits), Social & Cultural (3 credits), & Social Justice (3 credits)
    - 6 credits of the 12 credits must be at the 300 or 400 level

Item #	Title	Credits
	Identity & Equality	6
	Social and Cultural Representations and Analysis	3
	Social Justice	3

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least one course required in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- A minimum of one-half of the required credits for the minor must be completed at Sage.
- GPA in Minor required: 2.200 or higher.

	Total Credits	18

Interdisciplinary Studies (B.A. or B.S.)

Degree Type

Bachelor's

The interdisciplinary studies program is a student-designed major program. In addition to those majors offered in the regular college curriculum, students may design an interdisciplinary studies major to accommodate particular academic and career interests.

The proposed interdisciplinary studies major (BA or BS) is created by the student must specify at least 36 credits total from at least two disciplines and at least one of the areas of interest must be drawn from courses required in a currently offered Russell Sage College major program. At least one-half of the credits required for the interdisciplinary major must

be in upper-division courses. Admission to the College does not guarantee an interdisciplinary proposal will be accepted.

Students begin the process by consulting with the Program Directors or Department Chairs in the affected disciplines to create a written proposal explaining their areas of interest. The proposal contains an outline of the major courses that will enable students to achieve their objectives. Completion of the Interdisciplinary Studies Proposal Form is required.

Proposal Requirements

- The proposed major program must consist of 36 or more credits
- Coursework from at least two disciplines (one discipline must be a current undergraduate major offered at Sage)
- One-half of the major credits in the proposed program must be upper division coursework (300- & 400-level courses)
- The proposal must be approved by the Program Director or Department Chairperson in each affected discipline and by the Undergraduate Dean

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 2.200
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework
- The B.A. degree requires completion of 90 liberal arts & sciences credits (minimum); the B.S. degree requires completion of 60 liberal arts & sciences credits (minimum)

Pre-Law Studies Minor

Degree Type

Minor

The minor in Pre-Law Studies is recommended for students interested in going to law school, law-related career, jobs in government or in the courts. [18 credits]

I. Foundation

- Complete **one** of the following:

Item #	Title	Credits
CRM 219	Law and Legal Process	3
LAW 101	Introduction to Law	3

II. Core

- Complete **two** of the following:

Item #	Title	Credits
LAW 302	Legal Analysis & Writing	3
LAW 325	Legal Ethics	3
LAW 345	Race, Law, and Society	3

III. Law Topics

- Complete **three** of the following courses. *****Note: FMH 525 Introduction to US Law and FMH 527 Family & Juvenile Law may be taken for this category. Completion of the Registration Exception Request Form available in Self Service is required.

Item #	Title	Credits
BUS 430	Sport Law	3
CRM 266	Criminal Law	3
CRM 319	Women and the Law	3
CRM 342	Specialized Courts	3
CRM 356	Family Court Law	3
ENG 233	Professional Media Writing	3
HUM 360	Culture & Media	3
HUM 420	Medical Ethics	3
LAW 205	Business Law I	3
LAW 206	Business Law II	3
PHL 275	Critical Issues in Contemporary Culture	4
PSY 339	Psychology and Law	3

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least a one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- One-half of the required minor credits for the minor must be completed at Sage (minimum).
- GPA in Minor required: 2.200 (minimum)

3+3 with Albany Law School

Russell Sage College and Albany Law School have partnered to offer a 3+3 accelerated Law School program (bachelor's degree to JD degree) for entering first-year students and rising sophomore students who meet certain requirements. Contact the Interdisciplinary Studies Department, prelaw@sage.edu, for more information.

- Accelerated Program with Albany Law School (3+3)

	Total Credits	18

Music

Music Minor

Degree Type

Minor

The music minor offers an opportunity to become competent in creating art, familiar with a variety of techniques, and knowledgeable about the history and theory of the chosen art form. [18 credits]

Required Courses

Item #	Title	Credits
MUS 111	Basic Musicianship I	3
MUS 112	Musicianship II	3
MUS 208	Masterpieces of Music	3
MUS 217	American Musical Theatre	3
MUS 316	Chorus: Sage Singers	1.5
MUS 316	Chorus: Sage Singers	1.5

Music Selection

- Complete one of the following:
  - Two semesters (@ 1.5 credits) are required from the Applied Music options

Item #	Title	Credits
MUS 216	Vocal Technique/Conducting	3
MUS 315	Applied Music: Instrumental	1.5
MUS 318	Applied Music: Piano	1.5
MUS 319	Applied Music: Voice	1.5

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least a one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements. A minimum of half the required credits for the minor must be completed at Sage.
- GPA in Minor required: 2.200 or higher

	Total Credits	18

Nursing

Accreditation

Russell Sage College is accredited by the Middle States Association Commission on Higher Education. The Department of Nursing is a member agency of the American Association of Colleges of Nursing, the National Organization of Nurse Practitioner Faculties, the National League for Nursing, and the Council of Deans of Nursing in Senior Colleges and Universities in New York State. The baccalaureate and master's degree programs in nursing at Russell Sage College are accredited by the Commission of Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C., 20036, (202) 887-6791. All nursing programs are registered with the New York State Education Department.

The Nursing program has been a participant in the John A. Hartford Foundation Baccalaureate Program Partner for dissemination of Best Nursing Practices in Care for Older Adults.

Mission

The Mission Statement of the Department of Nursing is to provide and promote baccalaureate, graduate, and doctoral nursing education in an environment that emphasizes the development of individuals as professional nurses with a vision of their own power, and a clear sense of self and their professional role. The department endeavors to prepare graduates who are critical thinkers, who utilize, transmit, and develop new knowledge through systematic models of scholarly inquiry, and who demonstrate a commitment to lifelong learning. Preparation for excellence in nursing practice is achieved through the integration of arts and sciences, humanistic concern for the health and well-being of others, and an awareness and appreciation of cultural diversity in a pluralistic society. Russell Sage College strives to prepare graduates who are assertive and practice client advocacy, enabling clients to maximize their own potential. The global and technological context in which the nursing profession continues to evolve is emphasized, with the expectation that our graduates will assume leadership roles as both professionals and citizens striving to influence health care delivery, nursing education, and the welfare of society.

Program Characteristics

Students in the nursing program leading to a Bachelor of Science degree follow a suggested program of study (course plan) which is based on full-time study. Nursing student scholarships and loans are available. Professional courses (NSG) start in the junior year and continue through the senior year. Clinical experiences are available at Capital District organizations such as Albany Medical Center; St. Peter's Health Care; Albany Stratton VA Health Center; Visiting Nurses Associations; Albany, Schenectady and Rensselaer County Health Departments; the Capital District Psychiatric Center; Bellevue Women's Center; Seton Health System; Ellis Hospital; Northeast Health; and a variety of other health agencies.

Academic Standards

The Nursing Department requires the following academic standards:

- For all students, the overall cumulative grade point average (GPA) must meet the college standards.
- Admission to the Nursing program, either as a new student to the College or as a continuing student declaring Nursing as a new major, requires a major GPA of 3.000 for all coursework required for the Nursing program.
- Students must receive a grade of "C" or higher (2.000) in all NSG Nursing course
- Students must maintain a Nursing major GPA of 3.000 (all nursing and required support courses) to progress
- Student progress in the Nursing program is reviewed at the end of each semester by the program's undergraduate Academic Standards Committee.
- A student whose nursing cumulative GPA is below a 3.000 may be put on probation in the Nursing major for the next semester and will not be permitted to progress in the Nursing course sequence.
- Students may only be on probation once while in the Nursing program and may only repeat one Nursing course.
- Students will not be permitted to begin any NSG courses without a major GPA of 3.000 in the required supporting courses.
- A withdrawal after the end of the Add/Drop period is considered an attempt of a course. Students are only allowed to repeat (second attempt) any Nursing course once or at the discretion of the program director.

Failure to meet academic standards and/or probation requirements may result in dismissal from the Nursing program (i.e., students will be required to select a different major if they wish to continue at Sage).

Policies related to Academic Standards such as probation, dismissal, and readmission and the Code of Conduct can be found, in detail, in the Nursing Department Student Handbook.

Clinical Laboratory Requirements

Students are responsible for providing their own transportation for clinical experiences. Students are

required to carry liability insurance and have a current physical examination including immunizations and titers. Hepatitis B immunization is required prior to clinical experience. This health clearance is required for each clinical semester. Cardiopulmonary resuscitation (CPR) certification is required of all students before entering sophomore clinical courses and must be current for all clinical courses. Students may not attend clinical unless cleared and are responsible for costs incurred for clinical make-up related to not meeting these requirements. A $40.00 fine will be assessed to students whose health clearance information is not received in the Nursing Department in a timely manner. Students are financially responsible for costs associated with learning modules, standardized tests, and certain laboratory experiences/equipment.

Current Sage Students Who Wish to Request a Major Change to Nursing

Admission to the Nursing program as a continuing student declaring Nursing as a new major requires a cumulative GPA of 3.000 for all coursework required for the Nursing program. Requests for major changes to Nursing are only reviewed twice a year, at the end of the fall and spring terms. Sage students must contact the Office of Academic Advising (academicadvising@sage.edu) for more details on this process. Note: qualified candidates may be denied admission to the program if space is not available.

Graduates of Baccalaureate or Associate Degree Programs or Transfer Students

A person with an earned baccalaureate or associate degree - in a discipline outside of nursing - may enroll in the Nursing program, transferring in up to a maximum total of 66 credits.

Graduates of Registered Nurse Programs

A Registered Nurse (RN) who has matriculated at Russell Sage College prior to Spring 2003 may complete the Bachelor of Science degree, with advanced standing. Advanced standing is granted for the successful completion of examinations or by validation from approved courses taken at other colleges. Registered nurses earn a BS degree on a full-time or part-time basis. The program features scheduling so that the students may continue employment. Registered nurses interested in beginning baccalaureate coursework should apply to the Russell Sage College RN/BS program in Sage's School of Professional and Continuing Education (SPCE). A nursing student works closely with a nursing advisor to plan the program of study.

Nursing (B.S.)

Degree Type
Bachelor's

Students enrolled in the BS in Nursing basic program receive a bachelor of science degree with a major in nursing. The basic nursing major is 85-86 credits and is for students who do not have a RN license. The program provides a foundation for a nursing career, which includes roles in acute care and community based care environments and for graduate education in advanced practice. Graduates of the program are eligible to sit for the NCLEX-RN exam.

- Students must complete all of the 100- and 200-level prerequisite and support courses and have 57 or more completed credits (minimum) prior to beginning NSG 207 and NSG 212
- **Current Russell Sage College students**: admission to the Nursing program as a current student declaring Nursing as a new major requires a nursing major GPA of 3.000 in the prerequisite and support coursework. Contact the Office of Academic Advising (academicadvising@sage.edu) for more information on the major change process for nursing.

Accelerated B.S. in Nursing (ABSN)

The BS in Nursing ABSN degree is a 16 month completion program for students who have previously earned a bachelor's degree in another field and who have successfully completed the prerequisite and support courses. For more information about the ABSN program go to: Nursing ABSN (B.S.)

Pre-requisite Courses

Note: to be eligible to enroll in NSG 200 level coursework, 1. completion of the prerequisite courses is required, 2. a nursing major GPA of 3.000 or higher is required, and 3. completion of 60 total credits.

- Complete *all* of the following:

Item #	Title	Credits
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
BIO 208	Microbiology	4
	CHM or PHY course with Lab	4
PSY 101	Introduction to Psychology	3
	PSY Lifespan Development (PSY 202 or PSY 208)	3-4
SCI 120	Nutrition Science	3

Support Courses

Complete all of the following:

Item #	Title	Credits
	Sociology course	3
SOC 350	Research for the Professions	3

Nursing Coursework

Nursing Coursework (NSG) by Term

- Nursing Term 1: NSG 201, NSG 207, and NSG 212
- Nursing Term 2: NSG 323, NSG 325, NSG 326, and NSG 345
- Nursing Term 3: NSG 333, NSG 355, and NSG 425
- Nursing Term 4: NSG 405, NSG 409, and NSG 450

Students must receive a course grade of C+ or higher (2.300) in all NSG courses

Complete *all* of the following:

Item #	Title	Credits
NSG 201	Theoretical Basis of Nursing	3
NSG 207	Health Assessment and Promotional Strategies	4
NSG 212	Nursing Concepts I	5
NSG 323	Nursing Concepts II	6
NSG 325	Family Community Health Nursing I	3
NSG 326	Psychiatric Mental Health Nursing	4
NSG 333	Nursing Concepts III	6
NSG 345	Nursing Pharmacology	3
NSG 355	Reproduction and Sexuality	4
NSG 405	Leadership/Management in Nursing	2
NSG 409	Prof. Role:Challenges and Issues	2
NSG 425	Family and Community Health II	4
NSG 450	Transitions in Professional Practice	8

Academic Standards

Students are required to attain and maintain a Nursing major GPA of 3.000 or higher. In order for a student to enroll in Nursing department courses (NSG), a Nursing GPA of 3.000 is required. If a Nursing GPA of 3.000 is not achieved, the student will be placed on probation and may not progress in the Nursing sequence. The student will be provided a single semester to increase their Nursing GPA to the required 3.000 by either repeating a Nursing Course and/or required prerequisites. If the required Nursing GPA of 3.000 is achieved, the student will be allowed to progress in the Nursing sequence and come off probation. After one semester, if the cumulative Nursing GPA of 3.000 is not achieved, the student will be dismissed from the Nursing program.

Students are responsible for reviewing the academic standards for nursing as outlined in the College Catalog and the Nursing Department Student Handbook. The first time a student's nursing major GPA falls below 3.000 or earns a course grade of less than C+ (2.300) in any NSG course, the student's academic standing will be reviewed by the Nursing Academic Standards committee and the Chair of the Nursing Department. Following this review, at the end of the academic semester the student will be placed on probation and will not be allowed to progress in the nursing program. Students may not appeal probation. The student will be permitted to retake only one NSG course (including NSG courses with a W grade). See the Repeat Course Policy for the institutional limit.

Recommendations from the committee will be given to the student to improve the student's academic standing within the program. The student must adhere to the recommendations. If the student has previously repeated a nursing course, the student will be dismissed from the program.

Note: students may only be on probation once while in the nursing program and may only repeat one nursing course.

Suggested Program of Study

The following is a *suggested* course sequence for the Nursing major. Many of the courses in year 1 and year 2 may be completed in a different term within the first two years.

Year 1 - **Fall**: 16 credits
CHM 103 & CHM 103L Intro to Gen Chem (4cr)
PSY 101 Intro to Psychology (3cr)
RSC 101 Thriving at Sage (3cr)
Sociology course (3cr)
WRT 101 Writing In Community (3cr)

Year 1 - **Spring**: 16 credits
BIO 201 & BIO 201L Anatomy & Phys I (4cr)
SCI 120 Nutrition Science (3cr)
WRT 201 Researching in Community (3cr)
General Education Course (3cr)
General Elective (3cr)

Year 2 - **Fall**: 16-17 credits
BIO 202 & BIO 202L Anatomy & Phys II (4cr)
PSY 202 (3cr) *or* PSY 208 Dev. Science (4cr)
RSC 201 *or* General Education course (3cr)
General Education Course (3cr)
General Elective (3cr)

Year 2 - **Spring**: 16 credits
BIO 208 & BIO 208L Microbiology (4cr)
SOC 350 Research for the Professions (3cr)
RSC 201 *or* General Education course (3cr)
General Education course (3cr)
General Elective (3cr)

Year 3 - **Nursing** - **Fall**: 12 credits
NSG 201 Theoretical Basis of Nursing (3cr)
NSG 207, NSG 207L, NSG 207R Health Assess Prom. Strag. (4cr)
NSG 212, NSG 212L, NSG 212R Nursing Concepts I (5cr)
**Nursing major GPA of 3.000 or higher is required for NSG 207 & NSG 212*

Year 3 - **Nursing** - **Spring**: 16 credits
NSG 323, NSG 323L, NSG 323R Nursing Concepts II (6cr)
NSG 325, NSG 325L Family & Comm Health I (3cr)
NSG 326, NSG 326L Psych Mental Hlth Nursing (4cr)
NSG 345 Nursing Pharmacology (3cr)

Year 4 - **Nursing** - **Fall**: 17 credits
NSG 333, NSG 333L Nursing Concepts III (6cr)

NSG 355, NSG 355L Reproduction & Sexuality (4cr)
NSG 425, NSG 425L Family & Comm Health II (4cr)
RSC 301 General Education course (3cr)

Year 4 - Nursing - **Spring**: 12 credits **
NSG 405 Leadership & Mgt in Nursing (2cr)
NSG 409 Professional Role (2cr)
NSG 450, NSG 450L Transitions to Prof Practice (8cr)
**Due to the clinical hours requirement in NSG 450, completing 12 credits *maximum* in the last term of study is strongly recommended.

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Spring Start (Nursing Coursework Sequence)

Term 1 - Spring: 12 credits
**Nursing major GPA of 3.000 or higher is required for NSG 207 & NSG 212.*

NSG 201 Theoretical Basis of Nursing (3cr)
NSG 207, NSG 207L, NSG 207R Health Assess Promo Strategies (4cr)
NSG 212, NSG 212L, NSG 212R Nursing Concepts I (5cr)

Term 2 - Fall: 16 credits
NSG 323, NSG 323L, NSG 323R Nursing Concepts II (6cr)
NSG 325, NSG 325L Family & Comm Health I (3cr)
NSG 326, NSG 326L Psych Mental Hlth Nursing (4cr)
NSG 345 Nursing Pharmacology (3cr)

Term 3 - Spring: 17 credits
NSG 333, NSG 333L Nursing Concepts III (6cr)
NSG 355, NSG 355L Reproduction & Sexuality (4cr)
NSG 425, NSG 425L Family & Comm Health II (4cr)
RSC 301 General Education course (3cr)

Term 4 - Fall: 12 credits **
NSG 405 Leadership & Mgt in Nursing (2cr)
NSG 409 Professional Role (2cr)
NSG 450, NSG 450L Transitions to Prof Practice (8cr)
**Due to the clinical hours requirement in NSG 450, completing 12 credits *maximum* in the last term of study is strongly recommended.

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Completion of General Education coursework required
- All of the Nursing courses (NSG) must be completed at Sage
- Completion of 60 liberal arts and sciences credits (minimum)
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 3.000

Total Credits	85-86

Nursing ABSN (B.S.)

Degree Type
Bachelor's

Accelerated B.S. in Nursing (ABSN)

Students enrolled in the Nursing ABSN program receive a bachelor of science degree in nursing. The ABSN program is for students who have previously earned a bachelor's degree in another field, do not have a RN license, and have successfully completed the prerequisite and support courses listed below. The program provides a foundation for a nursing career, which includes roles in acute care, community based care environments, and for graduate education in advanced practice. Graduates of the program are eligible to sit for the NCLEX-RN exam.

Second degree students possessing an undergraduate bachelor's degree from an accredited college or university in the United States are exempt from all of the RSC general education requirements. An official transcript indicating the degree earned with the graduation date or the degree conferral date listed is required.

ABSN Course Plan

The ABSN program is a 16-month degree program (54-57 credits). The ABSN course plan begins in the fall and is four terms of full-time study. Degree completion is awarded at the end of the second fall term.

• Term 1: Fall, 12 credits (or 15 credits including SOC 350 if needed)
• Term 2: Spring, 16 credits
• Term 3: Summer, 14 credits
• Term 4: Fall, 12 credits

Pre-requisite Courses

- Completion of all of the prerequisite classes listed below is required prior to enrolling in the Nursing classes (NSG).

Item #	Title	Credits
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
BIO 208	Microbiology	4
	CHM or PHY course with Lab	4
PSY 101	Introduction to Psychology	3
	PSY Lifespan Development (PSY 202 or PSY 208)	3-4
SCI 120	Nutrition Science	3

Support Courses

Complete all of the following:

Item #	Title	Credits
	Sociology course	3
SOC 350	Research for the Professions	3

Nursing Coursework

- Students must receive a grade of C+ or higher (2.300) in all Nursing courses (NSG).
- Complete *all* of the following:

Item #	Title	Credits
NSG 201	Theoretical Basis of Nursing	3
NSG 207	Health Assessment and Promotional Strategies	4
NSG 212	Nursing Concepts I	5
NSG 323	Nursing Concepts II	6
NSG 325	Family Community Health Nursing I	3
NSG 326	Psychiatric Mental Health Nursing	4
NSG 333	Nursing Concepts III	6
NSG 345	Nursing Pharmacology	3
NSG 355	Reproduction and Sexuality	4
NSG 405	Leadership/Management in Nursing	2
NSG 409	Prof. Role:Challenges and Issues	2
NSG 425	Family and Community Health II	4
NSG 450	Transitions in Professional Practice	8

Academic Standards

Students are required to attain and maintain a Nursing major GPA of 3.000 or higher. In order for a student to enroll in Nursing department courses (NSG), a Nursing major GPA of 3.000 is required. If a Nursing major GPA of 3.000 is not achieved, the student will be placed on probation and may not progress in the Nursing sequence. The student will be provided a single semester to increase their Nursing GPA to the required 3.000 by either repeating a Nursing Course and/or required prerequisites. If the required Nursing GPA of 3.000 is achieved, the student will be allowed to progress in the Nursing sequence and come off probation. After one semester, if the cumulative Nursing GPA of 3.000 is not achieved, the student will be dismissed from the Nursing program.

Students are responsible for reviewing the academic standards for nursing as outlined in the College Catalog and the Nursing Department Student Handbook. The first time a student's nursing major GPA falls below 3.000 or earns a course grade of less than C+ (2.300) in any NSG course, the student's academic standing will be reviewed by the Nursing Academic Standards committee and the Chair of the Nursing Department. Following this review, at the end of the academic semester the student will be placed on probation and will not be allowed to progress in the nursing program. Students may not appeal probation. The student will be permitted to retake only one NSG course (including NSG courses with a W grade). See the Repeat Course Policy for the institutional limit.

Recommendations from the committee will be given to the student to improve the student's academic standing within the program. The student must adhere to the recommendations. If the student has previously repeated a nursing course, the student will be dismissed from the program.

Note: students may only be on probation once while in the nursing program and may only repeat one nursing course.

Program of Study

The following is the sequence of courses for the the **BS in Nursing ABSN** program. Prior completion of the pre-requisite courses, BIO 201, BIO 202, BIO 208, CHM 103, PSY 101, PSY 202, and SCI 120, is required.

Term 1 - Fall: 12 credits *or 15 credits***
NSG 201 Theoretical Basis of Nursing (3cr)
NSG 207, NSG 207L, NSG 207R Health Assess Prom Strategies(4cr)
NSG 212, NSG 212L, NSG 212R Nursing Concepts I (5cr)
SOC 350 Research for the Professions (3cr)**

Term 2 - Spring: 16 credits
NSG 323, NSG 323L, NSG 323R Nursing Concepts II (6cr)
NSG 325, NSG 325L Family & Comm Health I (3cr)
NSG 326, NSG 326L Psych Mental Hlth Nursing (4cr)
NSG 345 Nursing Pharmacology (3cr)

Term 3 - Summer: 14 credits
NSG 333, NSG 333L Nursing Concepts III (6cr)
NSG 355, NSG 355L Reproduction & Sexuality (4cr)
NSG 425, NSG 425L Family & Comm Health II (4cr)

Term 4 - Fall: 12 credits
NSG 405 Leadership & Managment (2cr)
NSG 409 Professional Role (2cr)
NSG 450, NSG 450L Transitions to Prof Practice (8cr)

******Completion of SOC 350 may be required for students who have not completed an approved equivalent transfer course.

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- All of the Nursing courses (NSG) must be completed at Sage
- Completion of 60 liberal arts and sciences credits
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 3.000

Total Credits	85-86

Nursing RN (B.S.)

Degree Type
Bachelor's

The **BS in Nursing RN to BS major** in the School of Professional and Continuing Education [54-55 credits] is for registered nurses (RN). The RN-BS program is designed to serve students who are already Registered Nurses or are eligible candidates for the national examination for licensure as Registered Professional Nurses (NCLEX-RN).

The program builds on the registered nurses' knowledge and experience, broadens their horizons in collaborative and contemporary nursing practice and advances their career opportunities. Registered nurses work closely with a nursing advisor to plan the program of study.

The mission statement of the Department of Nursing at Sage is to provide and promote baccalaureate, graduate, and doctoral nursing education in an environment which emphasizes the development of individuals as professional nurses with a vision of their own power, and a clear sense of self and their professional role. The department endeavors to prepare graduates who are critical thinkers, who utilize, transmit, and develop new knowledge through systematic models of scholarly inquiry, and who demonstrate a commitment to lifelong learning. Preparation for excellence in nursing practice is achieved through the integration of arts and sciences, humanistic concern for the health and well-being of others, and an awareness and appreciation of cultural diversity in a pluralistic society. Russell Sage College strives to prepare graduates who are assertive and practice client advocates, enabling clients to maximize their own potential. The global and technological context in which the nursing profession continues to evolve is emphasized, with the expectation that our graduates will assume leadership roles as professionals, and citizens in organizations to influence health care delivery, nursing education, and the welfare of society.

Students entering SPCE may transfer up to 90 credit hours toward the bachelor's degree credit requirement. Students must complete 30 Sage institutional credits (minimum). SPCE will accept up to a total of 66 credits earned at a two year college regardless of whether an Associate's Degree was awarded. Not all accepted credits are applicable toward degree requirements. Students should meet with their nursing faculty advisors to ascertain the applicability of previously acquired credits. Students typically transfer in 36–54 credits of credits from their associate degree program or other college programs, with an additional 30 nursing license credits being validated. Note: The bachelor of science degree requires that 60 credits of the degree credits must in the liberal arts and sciences.

Curriculum

The program requires completion of upper division nursing courses which build on the student's associate degree nursing courses and nursing license. The liberal arts courses provide a broader education for students in the changing health care environment. The curriculum contains four undergraduate nursing courses that expand nursing knowledge and experience in contemporary practice, health promotion, community/public health nursing and leadership. The discipline-based elective course provides the flexibility to offer contemporary topics of critical interest to nurses. The two graduate nursing courses provide the core of advanced practice and a basis for early entry into the Master's Degree program. Some of the course work will be web-based.

NSG Core Requirements

- Complete *all* of the following:
  - BIO 560 may be substituted for NSG 448
  - A copy of the student's Nursing License must be on file to be eligible to take the NSG 400 and 500 level courses

Item #	Title	Credits
NSG 331	Contemporary Professional Nursing Practice	4
NSG 332	Assessment for Health Promotion & Risk Reduction	3
NSG 402	Comm/Publ Hlth Nsg in Chng Wld	4
NSG 402L	Community & Public Health Lab	2
NSG 404	Leadership in Professional Nursing	3
NSG 448	Topics in Nursing	3
NSG 558	Paradigms & Perspectives of Advanced Practice Nursing	3
NSG 559	Nursing in a Sociopolitical-Environment	3

Science Requirements

- A minimum of 12 credits in natural sciences is required:
  - BIO 201: Anatomy and Physiology, BIO 202: Anatomy and Physiology II, and BIO 208: Microbiology
    - CHM 111: General Chemistry or PHY 101: Physics I may be substituted for BIO 208

Support Coursework

- Complete *all* of the following:

Item #	Title	Credits
PSY 101	Introduction to Psychology	3
	PSY Lifespan Development (PSY 202 or PSY 208)	3-4
PSY 207	Statistics with Computer Applications	4
SCI 120	Nutrition Science	3
SOC 101	Introduction to Sociology	3
SOC 350	Research for the Professions	3

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 3.000
- 1/2 of major requirements must be completed at Sage
- Completion of 60 liberal arts and sciences credits (minimum)
- Completion General Education Requirements

Suggested Program of Study

Listed below is a sample course plan for students in the RN-BS program.

Term 1 - Fall (7 credits)
NSG 331 Contemporary Prof Nurs Practice (4cr)
NSG 332 Assess for Health Prom & Risk Reduc (3cr)

Term 2 - Spring (9 credits)
NSG 402/NSG 402L Comm/Publ Hlth Nursing (6cr)
SCI 120 Nutrition Science (3cr)

Term 3 - Summer (10 credits; online)
NSG 558 Paradigms & Persp of Adv Practice Nurs (3cr)
NSG 559 Nursing in a Sociopolitical-Environ (3cr)
PSY 207 Statistics (4cr)

Term 4 - Fall (9 credits)
NSG 448 Topics *or* BIO 560 Adv Hum Pathophys (3cr)
RSC 301 Innovation/General education course (3cr)
SOC 350 Research for the Professions (3cr)

Term 5 - Spring (6-9 credits)
NSG 404/NSG 404L Leadership in Professional Nursing (3cr)
General Education Course (3cr)
General Education Course (3cr)

Total Credits	56-57

Nutrition

Program Philosophy

The Nutrition Science program, because of its small size, encourages the exchange of ideas and information among students and between students and faculty to enhance the learning process. The faculty members recognize that students develop personally and professionally as they experience the scientific, management and liberal studies approaches to problem identification and solution. The faculty encourages students with diverse talents and backgrounds to enter the Nutrition Science program.

Program Mission

The mission of the Nutrition Science program is to provide students with an opportunity to study the foundation knowledge of nutrition, food science, and food service management within a small, private, liberal arts college.

Program General Goal

The goal of the Nutrition Science program is to present educational opportunities that will prepare students with knowledge of nutrition, food science, and food service management. Students will be provided with learning opportunities to develop the basic knowledge and skills necessary to support quality nutrition services for individuals, groups, and communities.

Approval Status

The Didactic Program in Dietetics (DPD) at Sage is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), a specialized accrediting body recognized by the Commission on Recognition of Post-Secondary Accreditation and the United States Department of Education. The address and phone number of ACEND are: 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (800) 877-1600, ext. 5400.

An undergraduate major in Nutrition Science coupled with an ACEND-accredited Dietetic Internship (DI) and success on the Commission on Dietetic Registration (CDR) examination will lead to Registered Dietitian (R.D.) status. Graduates of Russell Sage College's Nutrition Science major have an above average pass rate on the CDR registration examination. For RD exam pass rates go to: http://www.sage.edu/academics/professional_exams/.

The Nutrition Science major also meets the educational requirements of the New York State Department of Education for certification in New York State as a Certified Dietitian, Certified Nutritionist or Certified Dietitian/Nutritionist (CDN). Additional experience and examination requirements are needed for this credential.

An Accredited Dietetic Internship at Russell Sage College

Russell Sage College offers post-baccalaureate accredited dietetic internships in the Russell Sage College Graduate Schools. Matriculated students are eligible to apply for early admission (pre-select) to the post-baccalaureate Dietetic Internship offered at Russell Sage College Graduate Schools. Students chosen for this special program reserve a position in the internship class nearly one year in advance of regular admissions. They must maintain an overall GPA of 3.300 and a nutrition coursework GPA of 3.500. Students apply to this program at the end of the junior year. The DI can serve as the experience requirement for the CDN credential as well as the RD credential. Admission requirements and a description of the dietetic internship at Sage can be found in the Russell Sage College Graduate Schools catalog.

Other

Graduates of the Nutrition Science major at Sage can find careers in dietetics, medicine, nutrition education and health promotion, the food industry, and sports nutrition. Graduate degrees received by Nutrition Science majors include MS/MA, M.B.A./M.P.H., M.D., and Ph.D. Graduates have received appointments at accredited Dietetic Internships throughout the country including Dallas, TX, Boston, MA, Baltimore, MD, and New York City.

The College's ACEND representative will verify completion of the DPD for all Sage's successful

degree candidates who have earned a “C” or better in all nutrition science courses (including HUM 201), and who have an overall GPA of 2.800 or above.

Program Notes

- Students are required to become members of the Academy of Nutrition and Dietetics (AND) during their junior year (Annual Dues = $58).
- Students are expected to complete 24 hours of nutrition-related community service at approved sites listed in the Nutrition Department’s Student Handbook.
- To earn ACEND verification, students must have a major GPA of 2.800 or above and must earn a “C” or better (2.000) in HUM 201 and all NTR courses.

Nutrition Minor

Degree Type

Minor

The minor in Nutrition is a valuable addition to any major program. The minor provides students with a strong foundational understanding of nutrition principles and their application in various fields, including healthcare, public health, and the food industry. [20-23 credits]

I. Foundation

- Complete one of the following:

Item #	Title	Credits
NTR 201	Foundations of Nutrition Science	4
SCI 120	Nutrition Science	3

II. Core

- Complete *all* of the following:

Item #	Title	Credits
HUM 201	Food, Culture and Nutrition	3
NTR 211	Introduction to Food Science	4
NTR 325	Community Nutrition	4

III. Nutrition Topics

- Complete two of the following courses:

Item #	Title	Credits
NTR 313	Management and Leadership in Nutrition & Dietetics	3
NTR 402	Advanced Food Science	4
NTR 407	Nutrition Counseling Across Life Span	3
SCI 310	Exercise Physiology	4

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least a one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor’s requirements.
- A minimum of one-half the required minor credits must be completed at Sage.
- GPA in Minor required: 2.200 or higher

	Total Credits	20-23

Nutrition Science (B.S.)

Degree Type

Bachelor's

The BS degree in Nutrition Science [81 credits] at Russell Sage College fulfills the undergraduate requirements for The Accreditation Council for Education in Nutrition and Dietetics (ACEND) accreditation. Studies include theoretical and practical coursework embedded in a broad background in the liberal arts and sciences. Community experiences are considered an important component of learning and are encouraged in junior and senior year. Students interested in the Registered Dietitian Nutritionist license (RDN) are encouraged to enroll in the MS in Applied Nutrition & Dietetic Internship graduate program.

Nutrition Science Requirements

- Offered in Fall: NTR 201, NTR 313, NTR 401, NTR 402, NTR 404, NTR 422
- Offered in Spring: NTR 211, NTR 314, NTR 325, NTR 403, NTR 407, NTR 417

Item #	Title	Credits
NTR 201	Foundations of Nutrition Science	4
NTR 211	Introduction to Food Science	4
NTR 313	Management and Leadership in Nutrition & Dietetics	3
NTR 314	Food Service Systems Management	3
NTR 325	Community Nutrition	4
NTR 401	Nutrition Metabolism I: Macronutrients	3
NTR 402	Advanced Food Science	4
NTR 403	Nutrition Metabolism II: Micronutrients	3
NTR 404	Medical Nutrition Therapy I	4
NTR 407	Nutrition Counseling Across Life Span	3
NTR 417	Medical Nutrition Therapy II	4
NTR 422	Current Issues in Nutrition	3

Required Supporting Coursework

- Students may complete CHM 103 or CHM 111.
- CHM 303 may be substituted for CHM 220.

Item #	Title	Credits
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
BIO 208	Microbiology	4
CHM 103	Introduction to General Chemistry	4
CHM 201	Organic Chemistry I	3
CHM 220	Biochemistry I	3
HUM 201	Food, Culture and Nutrition	3
	Statistics: MAT 220 or PSY 207	4
PSY 101	Introduction to Psychology	3
SCI 310	Exercise Physiology	4
SOC 350	Research for the Professions	3

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- 1/2 of major requirements must be completed at Sage
- Completion of General Education Requirements
- Completion of 60 liberal arts and sciences credits (minimum)
- Cumulative GPA required for graduation (minimum): 2.000
- Minimum major GPA required for graduation (minimum): 2.200

Suggested Program of Study

Year 1 - Fall (16 credits)

CHM 103/CHM 103L Intro to Gen Chem

PSY 101 Intro to Psych

RSC 101 Thriving at Sage

WRT 101 Writing in the Community

General/open Elective Course

Year 1 - Spring (16 credits)

HUM 201 Food, Culture and Nutrition

PSY 207 Statistics

WRT 201 Researching in the Community

General Education Course

General/open Elective Course

Year 2 - Fall (15 credits)

BIO 201/BIO 201L A&P I

CHM 201/CHM 201L Org Chem I

NTR 201 Foundations of Nutrition Sci

RSC 201 Intercultural Perspectives

Year 2 - Spring (14 credits)

BIO 202/BIO 202L A& P II

CHM 220 Biochemistry I

NTR 211/NTR 211L Intro to Food Science

General Education Course

Year 3 - Fall (14 credits)

NTR 313 Food Service Mgt

NTR 401 Nutrition Metabolism I

RSC 301 Innovating to Impact

SCI 310/SCI 310L Exercise Physiology

Year 3 - Spring (16 credits)

NTR 314 Quantity Food Production

NTR 325 Community Nutrition

NTR 403 Nutrition Metabolism II

SOC 350 Research for the Professions

General/open Elective Course

Year 4 - Fall (15 credits)

BIO 208/BIO 208L Microbiology

NTR 402/NTR 402L Adv Food Science

NTR 404 Medical Nutrition Therapy I

NTR 422 Current Issues in Nutrition

Year 4 - Spring (16 credits)

NTR 407 Nutrition Counseling Across the Lifespan

NTR 417 Medical Nutrition Therapy II

General/open Elective Course

General/open Elective Course

General/open Elective Course

Total Credits	81

Occupational Therapy (MS)

Russell Sage College Graduate Catalog: Occupational Therapy (MS) and Occupational Therapy (OTD)

Occupational Therapy 3+2 (B.A./B.S. and M.S.)

Degree Type
M.S.

Russell Sage College offers an accelerated program whereby undergraduate students can complete both a bachelor's degree and the master of science in occupational therapy degree in 5 years (also known as the 3+2 OT Track). During the first three years of coursework students complete requirements for their undergraduate degree including major program, general education courses, and the OT program prerequisites.

Students who achieve the admission standards outlined below may accelerate into the MS in Occupational Therapy program. Students enroll in the first year occupational therapy graduate coursework during their fourth year of undergraduate studies. At the end of the fourth year students are awarded a baccalaureate degree, and upon completion of the fifth year, the master's degree is awarded (end of fall term). Entry into this accelerated program and completion of the prerequisites guarantees the student acceptance into the MS in Occupational Therapy program.

Students who are unable to achieve the criteria listed in Academic Standards for Admission are not eligible to accelerate and must complete electives during their fourth year as a means of finishing their baccalaureate degree. They may reapply for admission to the MS in OT program at that time.

Occupational Therapy overview on Sage.edu: sage.edu/academics/programs/occupational-therapy-ms/

Undergraduate Majors

There are multiple routes of undergraduate entry for students interested in occupational therapy at Sage. Listed below are RSC undergraduate majors that provide an excellent foundation for becoming an occupational therapist and are designed to fit into the 3+2 format. Refer to the specific undergraduate major section of the catalog for the relevant course sequence. Refer to the Russell Sage College Graduate School catalog for details about the MS in OT program.

Majors: Biology (BA), English, Writing & Culture, Expressive Arts in Mental Health*****, Health Sciences, Psychology, or Sociology, provide students with a broad range of relevant courses, group work, and learning experiences to enhance students' understanding of human behavior and development, health, and wellness.

***** Note: for students in the Expressive Arts in Mental Health program, the 3+2 accelerated option is only open to new first year freshman students who have 20 or more completed college credits prior to enrolling at Russell Sage College.

UG Prerequisite Courses Required for OT Admission

Complete all of the following (27-28 credits):

• BIO 201 Anatomy and Physiology I with Lab, 4cr
• BIO 202 Anatomy and Physiology II with Lab, 4cr
• HSC 306 Culture & Health *or* SOC course *or* ANT course, 3cr
• PSY 101 Introduction to Psychology, 3cr
• PSY 202 Human Dev *or* PSY 208 Developmental Science, 3-4cr
• PSY 308 Abnormal Psychology, 3cr
• SCI 110 Medical Terminology, 3cr
• Statistics: MAT 220 or PSY 207, 4cr

Academic Standards for OT Admission

Students who enroll in the 3+2 bachelor's degree leading to the MS in Occupational Therapy program are guaranteed acceptance to the OT program (take OTH graduate courses in the fourth year of their bachelor's degree), providing they maintain the following academic requirements in the first three years:

- Achieve a minimum 3.000 cumulative GPA for coursework completed during undergraduate study.
- Earn minimum grade of "C" or higher (2.000) in each of the OT Program prerequisite courses
- Achieve a minimum *Science GPA* of 3.000 in Anatomy & Physiology I and Anatomy & Physiology II.
- Document at least 20 hours of clinical observation under the supervision of an occupational therapist before beginning the professional program. Students are encouraged to complete clinical observation hours as early as possible.
- Completion of 90 undergraduate credits (minimum) including all undergraduate major program requirements, general education requirements, and the OT program prerequisite coursework
- Transfer students must complete a minimum of 45 undergraduate institutional credits (Sage credits) prior to entering the graduate program

The first review for eligibility to continue into the OT professional program will take place after the fall semester of the third year.

Procedures for Acceleration into the MS in OT Program

By December 1 of the third year (or equivalent) of undergraduate academic study at RSC, students who are accelerating into the MS in OT program will:

- complete OT Program acceleration forms: Academic Standards Statement, Clinical Observation Hours Documentation, and OT Program Prerequisite Record. See Sage.edu for more information: https://www.sage.edu/academics/schools/health-sciences/occupational-therapy-programs/occupational-therapy-accelerated-m-s/
- submit current resume

Admission Requirements

First Year (Freshman) Applicants

Students can be admitted directly from high school into the Russell Sage College accelerated 3+2 program as described above. The successful applicant will demonstrate the following academic profile:

- High school overall grade point average (GPA) of 85 percent
- High school science GPA of 85 percent
- Minimum combined SAT score of 1050
- Class rank in top 20%

Undergraduate Transfer Applicants

Undergraduate transfer students who are occupational therapy assistants (OTA) will be considered for admission as interdisciplinary science majors to the accelerated 3+2 degree program, with acceptance based on space availability, students' qualifications, and previous college coursework.

Undergraduate transfer students who are not occupational therapy assistants (OTA) will be considered for admission to an approved Russell Sage College major leading to the OT and will be enrolled in the 4+2 track (non accelerated program).

The successful transfer applicant will demonstrate the following academic profile:

- Overall minimum 3.000 GPA for all college coursework
- Earn a minimum grade of "C" or higher (2.000) in each of the OT Program prerequisite courses.
- Achieve a minimum Science GPA of 3.000 in Anatomy & Physiology I and Anatomy & Physiology II.

Note: Sage regularly accepts transfer credits, but grades for courses taken outside of Sage do not count toward a student's GPA at Sage. However, the OT department will look at all grades for OT Program prerequisites (including those from transfer courses) when considering a student for entry into the graduate program. All OT program prerequisite courses (institutional and transfer courses) must be completed with a grade of "C" or higher and the earned science GPA (based on Anatomy & Physiology I & II, courses taken at Sage or elsewhere)

must equal 3.000 or higher. If transfer courses do not meet this standard, OT program prerequisites may need to be retaken at Sage to meet GPA requirements.

Program Accreditation

Master of Science in Occupational Therapy program at Russell Sage College is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is 301-652-AOTA and its web address is www.acoteonline.org. The most recent reaccreditation was granted in December 2016. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Program results from the National Board for Certification in Occupational Therapy (NBCOT) can be found online.

Total Credits	0

Occupational Therapy 4+2 (B.A./B.S. to M.S.)

Degree Type
M.S.

Students who are admitted to the **4+2** OT program at Russell Sage College are guaranteed continuation into the professional MS in Occupational Therapy at Russell Sage College providing all prerequisite courses and academic criteria are met. See below for a list of these requirements. To be eligible to take the OTH graduate coursework, completion of a bachelor's degree is required (Major programs: Biology (BA), Expressive Arts in Mental Health, English, Health Sciences, Psychology, or Sociology) The first formal review for eligibility to progress into the graduate program will occur at the end of the fall semester of the fourth year at RSC. Students not meeting the requirements at that time will be re-reviewed at the end of the spring semester. If they meet the requirements at that time, they will be admitted on a space-available basis.

Occupational Therapy on Sage.edu: sage.edu/academics/programs/occupational-therapy-ms/

UG Prerequisite Courses Required for Admission

Complete all of the following (27-28 credits):
• BIO 201 Anatomy and Physiology I with Lab, 4cr
• BIO 202 Anatomy and Physiology II with Lab, 4cr
• HSC 306 Culture & Health *or* SOC course *or* ANT course, 3cr
• PSY 101 Introduction to Psychology, 3cr
• PSY 202 Human Dev *or* PSY 208 Developmental Science, 3-4cr
• PSY 308 Abnormal Psychology, 3cr
• SCI 110 Medical Terminology, 3cr
• Statistics: MAT 220 or PSY 207, 4cr

Academic Standards for OT Admission

Students who enroll at RSC in the 4+2 bachelor's degree leading to the MS in Occupational Therapy program are guaranteed acceptance to the graduate level of the OT Program providing they maintain the academic requirements listed below. The first review for eligibility to continue into the OT professional program will take place after the fall semester of the fourth year.

- Achieve a minimum 3.000 cumulative GPA for coursework completed during undergraduate study.
- Earn a minimum grade of "C" or higher (2.000) in each of the OT Program prerequisite courses.
- Achieve a minimum 3.000 cumulative *Science GPA* in Anatomy & Physiology I (4cr) and Anatomy & Physiology II (4cr)
- Document at least 20 hours of clinical observation under the supervision of an occupational therapist before beginning the professional program. Students are encouraged to complete clinical observation hours as early as possible.
- Completion of a bachelor's degree prior to beginning the OTH graduate coursework.

Procedures for Progression

By December 1 of the fourth year (or equivalent) of undergraduate academic study at RSC, students who are progressing into the MS in OT program will:

- complete the OT Program progression forms: Academic Standards Statement, Clinical Observation Hours Documentation, and OT Program Prerequisite Record. See Sage.edu for more information: https://www.sage.edu/academics/programs-degrees/health-sciences/occupational-therapy-accelerated-m-s/
- submit current resume

Admission Requirements

First Year (Freshman) Applicants

- Students can be admitted directly from high school into the Russell Sage College accelerated 3+2 program as described above. The successful applicant will demonstrate the following academic profile:
- High school overall grade point average (GPA) of 85 percent
- High school science GPA of 85 percent
- Minimum combined SAT score of 1050
- Class rank in top 20%

Undergraduate Transfer Applicants

The successful transfer applicant will demonstrate the following academic profile:

- Overall minimum 3.000 GPA for all college coursework
- Earn a minimum grade of "C" or higher (2.000) in each of the OT Program undergraduate prerequisite courses
- Achieve a minimum *Science GPA* of 3.000 in Anatomy & Physiology I and Anatomy & Physiology II

Note: Grades for courses taken outside of Sage do not count toward a student's cumulative GPA at Sage. However, the OT department will look at all grades in the OT Program prerequisite courses (including those from transfer courses) when considering a student for entry into the graduate program. All OT program prerequisite courses (institutional and transfer courses) must be completed with a grade of "C" or higher and the earned science GPA (based on Anatomy & Physiology I & Anatomy & Physiology II taken at Sage or elsewhere) must equal 3.000 or higher. If transfer courses do not meet this standard, OT program prerequisites may need to be retaken at Sage to meet GPA requirements.

Undergraduate transfer students who are occupational therapy assistants (OTA) will be considered for admission as Interdisciplinary Science

Majors to the accelerated 3+2 degree program, with acceptance based on space availability, students' qualifications, and previous college coursework.

Program Accreditation

The Russell Sage College Master of Science in Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is 301-652-AOTA and its web address is www.acoteonline.org. The most recent reaccreditation was granted in December 2016. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Program results from the National Board for Certification in Occupational Therapy (NBCOT) can be found online.

Total Credits	0

Physical Therapy (DPT)

Russell Sage College Graduate Catalog: Physical Therapy (DPT)

Physical Therapy 3+3 (B.A./B.S. and D.P.T.)

Degree Type
D.P.T.

Exceptionally prepared students entering Russell Sage College (RSC) from high school or transferring students who are accepted into the 3+3 accelerated program complete both a bachelor's degree and a doctor of physical therapy degree from Russell Sage College in a total of six years.

Students who are admitted to the accelerated 3+3 bachelor's program at RSC (undergraduate majors: Biology (BA), Health Sciences, Psychology, Sociology) are eligible to advance to the professional Doctor of Physical Therapy program for their fourth year, providing they have completed a minimum of 90 undergraduate credits and meet the academic requirements for acceleration (listed below). Graduate-level DPT courses begin in the summer following the third year. The bachelor's degree is awarded in December of the fourth year, and students participate in the spring commencement ceremony. The Doctor of Physical Therapy is awarded at the end of the sixth year. The first formal review for eligibility to accelerate into the professional program will occur at the end of the fall semester of the third year. Students not meeting the requirements for acceleration at that time will be re-reviewed at the end of the spring semester. If they meet the requirements at that time, they will be admitted into the DPT program on a space-available basis.

Admission Requirements for the DPT

- Earned GPA of 3.000 or higher for all college coursework
- Earned Science GPA of 3.000 or higher in the prerequisite science lab coursework
- Completion of all DPT prerequisite courses with a grade of C or higher (2.000)
- Completion of 90 undergraduate credits including all general education requirements, major program requirements, and completion of at least 45 undergraduate Sage credits (institutional credits) prior to entering the graduate program
- Completion of at least 40 hours of physical therapy clinical observation under the direction of a licensed physical therapist before beginning the professional program

Prerequisite Courses

BIO 201 Anatomy & Physiology I with Lab (4cr)
BIO 202 Anatomy & Physiology II with Lab (4cr)

CHM 103 Intro to Gen Chem with Lab (4cr)
CHM 104 Intro to Organic & Biochem with Lab (4cr)

or
CHM 111 General Chem I with Lab (4cr)
CHM 112 General Chem II with Lab (4cr)

PHY 101 Physics I with Lab (4cr)
PHY 102 Physics II with Lab (4cr)

Two courses in Biology with Lab, 200-level or higher, not botany (8cr):
BIO 208 Microbiology with Lab
BIO 220 Cell Biology with Lab
BIO 405 Molecular Genetics with Lab
BIO 415 Cell & Molecular Biology with Lab

PSY 101 Introduction to Psychology (3cr)
Statistics Course (3cr-4cr)

High School Applicants: Admission Requirements for the 3+3 Program

Students who are admitted to the pre-professional level of the DPT directly from high school are guaranteed continuation into the professional DPT providing all DPT prerequisite courses, academic requirements, and program requirements are met in a 3+3 accelerated program. The successful high school applicant will demonstrate the following academic profile:

- High School overall Grade Point Average (GPA) of 90 percent
- High School Science GPA of 90 percent
- Class rank in top third

Transfer Applicants: Admission Requirements for the 3+3 Program

Transfer students who have completed courses at another institution may apply for admission to RSC for the Bachelor's degree leading to the Doctor of Physical Therapy. Transfer students who are admitted to the pre-professional level of the DPT are guaranteed continuation into the professional DPT providing all DPT prerequisite courses, academic requirements, and program requirements are met in a 3+3 accelerated program. The successful transfer applicant will demonstrate the following academic profile:

- Earned overall GPA of at least 3.000 for all college coursework
- Earned Science GPA of at least 3.000 in DPT Program prerequisite science coursework
- Earned minimum grade of Cor better (2.000) in all DPT prerequisite courses to be transferred from another institution

Currently Enrolled Russell Sage College Students: Admission Requirements for the 3+3 Program

Currently enrolled Russell Sage College students interested in the DPT program are encouraged to contact, Dr. Sarah Salvatore, Assistant Professor of Physical Therapy, salvas@sage.edu, for more information.

The successful internal applicant will submit an internal application and the DPT supplemental forms (Academic Standards Statement, Clinical Observation Document, Prerequisite Form) available from the PT Department office by December 1 and demonstrate the following academic profile:

- Earned overall GPA of at least 3.000 for all college coursework
- Earned Science GPA of at least 3.000 in DPT Program prerequisite science coursework
- Earned minimum grade of C or higher (2.000) in all DPT prerequisite courses to be transferred from another institution

Two-Year Articulation Agreements

Russell Sage College has articulation agreements with many 2-year institutions that provide a seamless transfer into RSC and guarantee admission to the DPT Program. For more information about the agreements visit the DPT program, sage.edu/academics/schools/health-sciences/physical-therapy-programs/

Procedures for Acceleration

Students accelerating into the DPT program will take graduate physical therapy courses in the summer and fall of the fourth year according to the curricular sequence for the DPT Program and will include a minimum of 30 credits.

By December 1 of the third year, students accelerating into the DPT Program will:

- Arrange for a meeting with their DPT Program Director
- Complete DPT Program application forms (Academic Standards Statement, Clinical Observation Document, Prerequisite Form) available from the Physical Therapy Department office or the web page: sage.edu/academics/schools/health-sciences/physical-therapy-programs/
- Provide a current resume
- Submit one letter of recommendation from a Sage faculty member
- Submit a career goals essay

Total Credits	0

Physical Therapy 4+3 (BA/BS to D.P.T.)

Degree Type
D.P.T.

Students who are admitted to the College under 4+3 undergraduate major program are guaranteed continuation into the Doctor of Physical Therapy program (DPT), providing all prerequisite courses and undergraduate degree program requirements are met. Students who are admitted to the 4+3 program complete the bachelor's degree in four years (undergraduate majors: Biology (BA), Health Sciences, Psychology, Sociology) and the DPT program in three years.

Undergraduate transfer students who have completed courses at other institutions may progress into the DPT program, with acceptance based on space availability, students' qualifications, and previous college coursework. Transfer students must complete a minimum of 45 undergraduate credits at RSC prior to entering the DPT program, during which time Russell Sage College undergraduate major coursework, general education requirements, and DPT program course prerequisites must be completed. In some cases it may take more than three terms to complete.

The baccalaureate degree is awarded from RSC in the spring of the fourth year. The DPT degree is awarded from Russell Sage College at the end of the seventh year. The first formal review for eligibility to progress into the DPT program will occur at the end of the fall semester of the fourth year (undergraduate). Students not meeting the requirements for continuation at that time will be re-reviewed at the end of the spring semester. If they meet the requirements at that time, they will be admitted on a space-available basis. See sage.edu/academics/schools/health-sciences/physical-therapy-programs/ for more information.

Admission Requirements for the DPT program

- Earned GPA of 3.000 or higher for all college coursework
- Earned Science GPA of 3.000 or higher in the prerequisite science lab coursework
- Completion of all DPT prerequisite courses with a grade of "C" (2.000) or higher
- Completion of at least 40 hours of physical therapy clinical observation under the direction of a licensed physical therapist before beginning the professional program
- Completion of the bachelor's degree prior to beginning PTY coursework

Undergraduate Prerequisite Courses

BIO 201 Anatomy & Physiology I with Lab (4cr)
BIO 202 Anatomy & Physiology II with Lab (4cr)

CHM 103 Intro to Gen Chem with Lab (4cr)
CHM 104 Intro to Organic & Biochem with Lab (4cr)
or
CHM 111 General Chem I with Lab (4cr)
CHM 112 General Chem II with Lab (4cr)

PHY 101 Physics I with Lab (4cr)
PHY 102 Physics II with Lab (4cr)

Two courses in Biology with Lab, 200-level or higher, not botany (8cr):
BIO 208 Microbiology with Lab

BIO 220 Cell Biology with Lab
BIO 405 Molecular Genetics with Lab
BIO 415 Cell & Molecular Biology with Lab

PSY 101 Introduction to Psychology (3cr)
Statistics Course (3cr-4cr)

Progression Process (4+3 students)

Procedures for Progression into the DPT Program

Currently enrolled Russell Sage College students interested in the DPT program are encouraged to contact, Dr. Sarah Salvatore, Assistant Professor of Physical Therapy, salvas@sage.edu, for more information.

By December 1 of the fourth year, students progressing into the DPT Program will:

1. Arrange for a meeting with the DPT Program Director
2. Complete an internal graduate admission application and the DPT program supplemental forms (Academic Standards Statement, Clinical Observation Document, Prerequisite Form) available from the PT Department office.
3. Submit transcripts from all college institutions attended (if not already on file)
4. Provide a current resume
5. Submit one letter of recommendation from a Sage faculty member
6. Submit a career goals essay**.**

Admission Requirements

High School Applicants: Admission Requirements for the 4+3 Program

Students who are admitted to the pre-professional study (bachelor's degree) directly from high school are guaranteed continuation into the professional DPT providing all prerequisite courses, academic program and degree requirements are met. The successful high school applicant will meet admission requirements to RSC.

Transfer Applicants: Admission Requirements for the 4+3 Program

Transfer students who have completed courses at another institution may apply for admission to RSC for the Bachelor’s degree leading to the Doctor of Physical Therapy. Transfer students who are admitted to major program with a DPT track are guaranteed continuation into the DPT providing all prerequisite undergraduate courses, academic program and degree requirements are met. The successful transfer applicant will demonstrate the following academic profile:

- Earned overall 3.000 GPA for all college coursework
- Earned Science GPA of at least 3.000 in DPT Program prerequisite science coursework: Anatomy & Physiology I and II; Cell Biology, Microbiology, Chemistry I and II; and Physics I and II (28 credits)
- Minimum grade of C or better (2.000 or higher) in all PT Program prerequisite courses to be transferred from another institution.

Currently Enrolled Russell Sage College Students: Admission Requirements for the 4+3 Program

Currently enrolled Russell Sage College students interested in the DPT program are encouraged to contact, Dr. Sarah Salvatore, Assistant Professor of Physical Therapy, salvas@sage.edu, for more information.

The successful internal applicant will demonstrate the following academic profile:

- Earned overall GPA of at least 3.000 for all college coursework

- Earned Science GPA of at least 3.000 in DPT Program prerequisite science coursework
- Earned minimum grade of C or better (2.000) in all DPT prerequisite courses to be transferred from another institution

Articulation Agreements

Russell Sage College has articulation agreements with many institutions that provide a seamless transfer into the DPT program. For more information about the agreements please visit https://www.sage.edu/about/community-resources/consumer-information/articulation-agreements/.

Total Credits	0

Physics

Sustainability Minor

Degree Type
Minor

The minor in Sustainability [18 credits] will allow students to connect an interdisciplinary suite of courses along a single thread and a common language. Students will explore the challenges of sustainability (climate change, food availability, social justice, pollution, social equity, natural resource depletion, etc) and consider a myriad of ways to innovate and create effective solutions through systems-thinking and interdisciplinary design. This is achieved by having the students complete courses that span the breadth of topics related to sustainability and rely on our diverse faculty expertise. Sustainability is meeting the needs of today without compromising the needs of the future, and there are four different “pillars”:

• Environmental: Ensure that natural resources are protected, ecosystems remain healthy, and minimize harm to the environment.
• Social: Promote healthy, resilient, and equitable communities that meet all basic human needs (ex: access to healthcare, education, a safe & inclusive environment, and a fair wage)
• Economic: Create systems and business practices that support long-term financial stability, a fair distribution of wealth, and efficient use of resources.
• Cultural: Ensure that future generations can enjoy a diversity of cultural traditions, languages, locations, arts, and practices.

I. Foundation

- Complete the following:

Item #	Title	Credits
SCI 220	Introduction to Sustainability	3

II. Environmental & Economic Lens

- Complete two of the following:

Item #	Title	Credits
BIO 110	Environmental Issues	3
BIO 326	Principles of Ecology	3
BUS 340	Leadership & Diversity	3
CHM 235	Green Chemistry & Environmental Toxicology	3
NTR 201	Foundations of Nutrition Science	4
SCI 105	Energy and the Environment	3
SCI 224	The Business of Climate Change	3

III. Social & Cultural Lens

- Complete two of the following:

Item #	Title	Credits
EMH 201	Intro to Expressive Arts in Mental Health	3
EMH 211	Introduction to Art Therapy	3
HSC 306	Culture and Health	3
HUM 201	Food, Culture and Nutrition	3
PBH 201	Health and Society	3
PBH 210	Overview of Global Health	3
PSY 320	Community Psychology	3
SOC 101	Introduction to Sociology	3
SOC 241	Refugees & Resettlement	3
SOC 243	People, Place & Society	3
SOC 335	Social Movements	3

III. Sustainability Elective

- Complete one other course from the Environmental & Economic *or* Social & Cultural Lens lists.

*Note: in addition to the courses listed above, other sustainability-themed class sections offered by the College may be taken to fulfill the Environmental & Economic, Social & Cultural Lens requirements. Consult with the sustainability minor advisor for more information and approval.

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- A minimum of one-half the required credits for the minor must be completed at Sage.
- GPA in Minor required: 2.200 or higher

Total Credits	18

Political Science

Political Science Minor

Degree Type
Minor

A minor in Political Science [18 credits] is of interest to students in diverse majors who plan to enter government employment or to go on to graduate programs in political science or public administration.

This minor offers an opportunity for students to supplement their major by the addition of a series of courses that will enrich their understanding of government, politics, and the role of citizens in a democracy. Students declare this minor because they want to work in or with government or because they are interested in graduate studies in political science, public affairs, or law school.

I. Foundation

- Complete *all* of the following:

Item #	Title	Credits
POL 101	U.S. Government and Politics	3
POL 339	Current Constitutional Issues	3

II. Political Science Electives

- Complete 12 additional credits in POL.

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least a one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- A minimum of half the required credits for the minor must be completed at Sage.
- GPA in Minor required: 2.200 or higher

Total Credits	18

Psychology

Psychology (B.S.)

Degree Type
Bachelor's

The BS in Psychology at Russell Sage College offers students the opportunity to learn about the science of human behavior and the inner processes of thoughts and emotions. Each student develops a program oriented to the world of work as well as to entry into graduate study. Psychology majors investigate the factors influencing the behavior and adjustment of people in a complex and changing world, with recognition of the embedded-ness of human interaction in a larger socio-cultural context. The program encourages students to explore and understand themselves, as well as others, so as to be informed and responsible citizens. [43 credits]

Core Requirements

- Complete *all* of the following:
  - PSY 202 Human Development may be substituted for PSY 208
  - PSY 410/PSY 411 (honors) may be completed for PSY 403 requirement

Item #	Title	Credits
PSY 101	Introduction to Psychology	3
PSY 207	Statistics with Computer Applications	4
PSY 208	Developmental Science	4
PSY 316	Biopsychology	3
PSY 233	Research Methods & Design	4
PSY 275	Proseminar: Personal Pathways	1
PSY 403	Seminar	3
PSY 409	History and Systems of Psychology	3

Cognitive Requirement

- Complete one of the following:

Item #	Title	Credits
PSY 313	Learning	3
PSY 440	Cognition	3

Clinical Requirement

- Complete one of the following:

Item #	Title	Credits
PSY 304	Counseling: Theory and Practice	3
PSY 308	Abnormal Psychology	3

Social Requirement

- Complete one of the following:

Item #	Title	Credits
PSY 301	Social Psychology	3
PSY 406	Personality Theory	3

Well-Being Requirement

- Complete one of the following:

Item #	Title	Credits
PSY 320	Community Psychology	3
PSY 326	Health Psychology	3

Psychology Electives

- Complete two PSY courses from the following:
  - Students may also select courses at the 300- level or higher and/or listed above as electives.

Item #	Title	Credits
PSY 219	Positive Psychology	3
PSY 242	Problems of Alcohol & Drug Dep Person	3
PSY 305	Psychology of Persuasion & Influence	3
PSY 317	Motivation	3
PSY 329	Evolutionary Psychology	3
PSY 339	Psychology and Law	3
PSY 365	Close Relationships	3
PSY 407	Internship in Psychology	3
BIO 336	Animal Behavior	3

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 2.200
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework

Suggested Course Sequence

The following is a general schedule for the Psychology major. Check all course descriptions for prerequisites before planning your course schedule. Other course sequences are possible. Consult your faculty advisor.

Year 1 - Fall
PSY 101 Introduction to Psychology
RSC 101 Thriving at Sage
WRT 101 Writing in Community
General Education Course
General Elective

Year 1 - Spring
WRT 201 Researching in Community
PSY 208 Developmental Science (4cr)
General Education Course
General Elective
General Elective

Year 2 - Fall
PSY 207 Statistics with Computer Applications (4cr)
PSY 275 Pro-seminar: Personal Pathways (1cr)
PSY Major Requirement
RSC 201 Exploring Intercultural Perspectives
General Education Course

Year 2 - Spring
PSY 233 Research Methods & Design
PSY Major Requirement
General Education Course
General Elective
General Elective

Year 3 - Fall
PSY 316 Biopsychology
Psychology Major Requirement
Psychology Major Requirement
General Elective
General Elective

Year 3 - Spring
PSY Major Requirement
PSY Major Requirement
RSC 301 Innovating to Impact
General Elective
General Elective

Year 4 - Fall
PSY 403 Seminar (or PSY 410 for students completing Honors Project part I)
Psychology Major Requirement
General Elective
General Elective
General Elective

Year 4 - Spring
PSY 409 History and Systems of Psychology
(PSY 411 - for students completing Honors Project part II)
General Elective
General Elective
General Elective
General Elective

Total Credits	43

Psychology Minor

Degree Type
Minor

A minor in Psychology [18-19 credits] is available to students seeking an understanding of human behavior in order to complement their majors or for their own personal enrichment. The courses in the minor provide students with a basic background in psychology and allow them to elect courses to support other interests and majors.

I. Core

- Complete *all* of the following:
  - Note: PSY 202 Human Development may be used for PSY 208

Item #	Title	Credits
PSY 101	Introduction to Psychology	3
PSY 208	Developmental Science	4
PSY 316	Biopsychology	3

II. Core 2

- Complete *two* courses from the following:

Item #	Title	Credits
PSY 301	Social Psychology	3
PSY 304	Counseling: Theory and Practice	3
PSY 308	Abnormal Psychology	3
PSY 313	Learning	3
PSY 406	Personality Theory	3
PSY 440	Cognition	3

III. Elective

- Complete *one* Psychology elective course:
  - Note: students may also complete a PSY course from the Core 2 course list

Item #	Title	Credits
PSY 242	Problems of Alcohol & Drug Dep Person	3
PSY 305	Psychology of Persuasion & Influence	3
PSY 317	Motivation	3
PSY 320	Community Psychology	3
PSY 326	Health Psychology	3
PSY 329	Evolutionary Psychology	3
PSY 339	Psychology and Law	3
PSY 348	Selected Topics in Psychology	3
PSY 365	Close Relationships	3

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- A minimum of one-half of the required credits for the minor must be completed at Sage.
- GPA in Minor required: 2.200 or higher

	Total Credits	19

Public Health

Public Health Minor

Degree Type

Minor

Students in the Public Health minor will gain a basic understanding of the foundations of public health. Upon completion of a minor, students will be able to:

- Describe the history of public health
- Provide examples of the essential services of public health
- Identify the methodologies employed by public health practitioners;
- Identify and describe the factors impacting health and disease of a population using sociological model
- Utilize basic methods for measurement and quantification of disease to describe the extent of public health issues
- Discuss the impact of culture and policy on health and disease.

Core

- Complete *all* of the following

Item #	Title	Credits
PBH 201	Health and Society	3
PBH 210	Overview of Global Health	3
PBH 305	Survey of Epidemiology	3

Ethics

- Complete *one* of the following

Item #	Title	Credits
BUS 307	Business Ethics	3
BUS 312	Ethics & Social Responsibility	3
PHL 235	Biomedical Ethics	3
PHL 206	Ethics	3
PHL 341	Values in Life & Work: Applied Ethics	3

Culture and Behavior

- Complete *one* of the following

Item #	Title	Credits
HUM 201	Food, Culture and Nutrition	3
HSC 215	Health/Wellness Across Lifespan	3
PED 225	Concepts of Fitness & Wellness	3
PSY 326	Health Psychology	3

Environmental

- Complete *one* of the following

Item #	Title	Credits
BIO 110	Environmental Issues	3
BIO 326	Principles of Ecology	3
BIO 350	New Emerging Diseases	3
HST 150	Climate Crisis & Challenge of Energy Conversion	3
SCI 120	Nutrition Science	3

Minor Policy

- Minors may be declared before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- One half of the required credits for the minor must be completed at Sage (minimum).
- GPA in Minor required (minimum): 2.200 or higher

	Total Credits	18

Sociology

Sociology (B.A.)

Degree Type
Bachelor's

Sociology is the study of social groups, social relationships, and the nature of society . It is concerned with the way groups are organized, how they function, how they change, and the way in which they influence human behavior. Groups may vary in size and complexity from two people to entire societies. Sociology is a broad and eclectic field, and sociologists use many different approaches, ranging from quantitative methods to humanistic analysis.

The curriculum for the Sociology major is designed to give students maximum exposure to the breadth of the field. Specially designed concentrations in the Sociology major allow students to focus on a particular area of interest or to major in a more general study of sociology. [37-39 credits]

Sociology Core

Item #	Title	Credits
SOC 101	Introduction to Sociology	3
PSY 207	Statistics with Computer Applications	4
SOC 303	Sociological Theory	3
SOC 337	Research Methods	4
SOC 403	Senior Seminar	4
SOC 427	Internship in Sociology	3

Select Pathway

- Complete one of the following pathways: Crime & Justice, Public Health, or Sociology (general).

Pathway in General Sociology

- at least one elective Sociology course must be at the 300-level or higher (excluding SOC 350).

Item #	Title	Credits
SOC 213	Power and Privilege	4
	SOC major course	3
	SOC major course	3
	SOC major course	3
	SOC course 300 level	3

Pathway in Crime and Justice

Item #	Title	Credits
SOC 111	Criminal Justice: Function & Process	3
SOC 312	The Nature of Crime	3
	CRM 219, POL 229, or POL 230	3
	CRM Elective	3
	CRM Elective	3

Pathway in Public Health

Item #	Title	Credits
PBH 201	Health and Society	3
PBH 210	Overview of Global Health	3
PBH 305	Survey of Epidemiology	3
	Sociology & Health Electives	9

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Minimum major GPA required for graduation (minimum): 2.200
- 1/2 of major requirements must be completed at Sage
- Completion of required General Education coursework

	Total Credits	37-39

Sociology Minor

Degree Type

Minor

For liberal arts and sciences majors and professional majors, Russell Sage College offers a minor in Sociology. The minor in sociology is recommended for students who are interested in gaining knowledge on how social groups influence behavior. [18 credits]

Required Courses

- Note: SOC 337, SOC 350, and SOC 357, will not count as Sociology courses toward the minor.

Item #	Title	Credits
SOC 101	Introduction to Sociology	3
	SOC 300 or 400 Level Course	3
	SOC minor elective	3
	SOC minor elective	3
	SOC minor elective	3
	SOC minor elective	3

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least a one course in the minor is a prerequisite to declaring a minor.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- One-half the required credits for the minor must be completed at Sage (minimum).
- GPA in Minor required: 2.200 or higher

	Total Credits	18

Spanish

Spanish Minor

Degree Type

Minor

The rapidly growing number of Spanish-speaking residents of the United States makes becoming bilingual in Spanish an enormous career advantage for people in a wide range of fields. Those who wish to practice Spanish on a daily basis have the option of living on-campus in Spanish House beginning in the second semester of the freshman year, and receive 1/2 credit for each semester of residence.

Core : 3 credits

Complete one of the following:

Item #	Title	Credits
SPA 202	Intermediate Spanish II	3
SPA 273	Intermed Spanish for Health Professions	3

Conversation : 3 credits

Complete SPA 301 (3 credits) or three terms of SPA 310 (1 credit).

Item #	Title	Credits
SPA 301	Advanced Spanish Conversation	3
SPA 310	Spanish Culture and Conversation	1

Spanish Electives : 12 credits

Complete four SPA courses by advisement; at least 9 credits of the SPA electives must be at the 200-level or higher.

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later.
- Successful completion of at least a one course in the minor is a prerequisite to such declaration.
- Only two of the required minor courses may also count toward major or another minor's requirements.
- A minimum of half the required credits for the minor must be completed at Sage.
- GPA in Minor required: 2.200 or higher

Total Credits	18

Speech-Language Pathology

Speech-Language Pathology (B.S.)

Degree Type

Bachelor's

Students in the B.S. Speech-Language Pathology will explore cutting-edge evidence-based knowledge in the discipline, effective and ethical clinical behavior, and the practice of strong interpersonal, inter-professional, and advocacy skills. These are all critical attributes for students and professionals in the health sciences and education fields. This preparation will facilitate successful admission into a master's program in speech-language pathology, the pathway to clinical, supervisory, or academic positions, as well as active participation in leadership roles within local, state or national associations. [84 credits]

The curriculum in the Speech-Language Pathology program includes prerequisite coursework required for teacher certification and preparation for graduate study leading to professional license, courses that focus on basic communication and swallowing processes, and courses in speech-language pathology and audiology. Students will take part in community service and clinical practice, activities that will enhance their ability to be successful in a Master's degree program.

Students enrolled in the Speech-Language Pathology program will:

- Be prepared for graduate studies in communication sciences and disorders and/or related disciplines
- Through academic opportunities with the department and collaborative partners that reflect the current and future direction of the field, students will develop the tools and skill set to engage in scholarship.
- Participate in supervised clinical activities that support interaction with the community as a partner in the provision of high-quality clinical services.

I. Core

Complete all of the following:

Item #	Title	Credits
SLP 101	Introduction to Speech Science	3
SLP 102	Survey of Communication Disorders	3
SLP 105	Community Involvement	1
SLP 130	Anatomy & Physiology for SLP	3
SLP 201	Introduction to Audiology	3
SLP 210	Language Development	3
SLP 220	Phoenetics	3
SLP 310	Speech Sound Disorders	3
SLP 320	Language Disorders in Children	3
SLP 380	Clinical Methods	4
SLP 420	Aural Rehabilitation	3
SLP 430	Neurology and Neurogenic Comm Disorders	3
SLP 450	SLP Services in Schools	3
SLP 470	Supervised Clinical	2
SLP 490	Capstone	3

II. Support Courses

Complete all of the following:

Item #	Title	Credits
	BIO 101 or BIO 201	4
EDU 201	Education and Society	3
EDU 206	Educational Psychology	3
EDU 252	Learning, Language and Literacy	3
EDU 337	Classroom Management	3
	Language Course	3
PSY 101	Introduction to Psychology	3
PSY 202	Human Development	3
PSY 207	Statistics with Computer Applications	4
SCI 104	Physical and Earth Sciences	3
SCI 110	Medical Terminology	3
SOC 240	Medical Sociology	3
SOC 350	Research for the Professions	3

III. Workshops

Complete all of the following:

Item #	Title	Credits
NCR 070	Reporting and Identifying Child Abuse and Maltreatment	0
NCR 071	School Violence Prevention	0
NCR 072	DASA: School Bullying Prevention	0
NCR 317	Health Education Standards WS	0

Degree Completion Notes

- Total credits required for a bachelor's degree (minimum): 120 credits
- Cumulative GPA required for graduation (minimum): 2.000
- Major GPA required for graduation (minimum): 2.200
- 1/2 of major requirements must be completed at Sage (minimum)
- Completion of all required General Education coursework
- Completion of 60 liberal arts and sciences credits (minimum)

Suggested Program of Study

Year 1 - Fall (16 credits)
RSC 101 Thriving at Sage
SLP 102 Survey of Comm. Disorders
SLP 105 Community Involvement (1cr)
WRT 101 Writing in Community
General Education course
General/open Elective course

Year 1 - Spring (15 credits)
Foreign Language course
PSY 101 Intro to Psychology
SLP 101 Intro to Speech Science
WRT 201 Researching in Community
General/open Elective course

Year 2 - Fall (16 credits)
BIO 101 or BIO 201 with lab (4cr)
PSY 202 Human Development
SLP 130 Anatomy & Physiology for SLP
SLP 220 Phonetics
General/open Elective course

Year 2 - Spring (15 credits)
RSC 201 Exploring Intercultural Perspectives
SLP 201 Introduction to Audiology
SLP 210 Language Development
SOC 350 Research for the Professions
General Education course

Year 3 - Fall (15 credits)
EDU 201 Education and Society
EDU 206 Educational Psychology
SLP 310 Speech Sound Disorders
SLP 320 Language Disorders in Children
SLP 420 Aural Rehabilitation

Year 3 - Spring (13 credits)
EDU 252 Learning, Language and Literacy
RSC 301 Innovating to Impact
SCI 104 Physical Science and Earth Sc.
SLP 380 Clinical Methods w/Super. Observ (4cr)

Year 4 - Fall (16 credits)
EDU 337 Classroom Management
PSY 207 Statistics with Comp Applic. (4cr)
SLP 450 Org of Speech Lang Services in School
SOC 240 Medical Sociology
General Education course

Year 4 - Spring (14 credits)
SCI 110 Medical Terminology

SLP 430 Neurology & Neurogenic Comm. Disorders
SLP 470 Supervised Clinical Practicum/Seminar (2cr)
SLP 490 Capstone in SLP
General Education course

Total Credits	84

Undergraduate to Graduate Study

Accelerated and Linked Programs

Degree Type
Other

Currently enrolled students who are interested in completing an **accelerated or linked program** may contact the Office of Academic Advising (academicadvising@sage.edu) for more information. Prospective students may contact the Office of Admission (admission@sage.edu).

Internal

- Art + Extended Media to Art Education K-12 - BFA to MAT
- Business Administration - BBA/BS to MBA
- Occupational Therapy 3+2 *accelerated* - BA/BS to MS
- Occupational Therapy 4+2 - BA/BS to MS
- Physical Education to School Health Education 4+1 - BS to MS
- Physical Therapy 3+3 *accelerated* - BA/BS to DPT
- Physical Therapy 4+3 - BA/BS to DPT

External

- Clinical Biology or Cytotechnology - BS to MS (Russell Sage College & ACPHS)
- Law 3+3 *accelerated* - BS to JD (Russell Sage College & Albany Law School)
- Physician Assistant *accelerated* BA/BS to MS (Russell Sage College & Albany Medical College)

Internal

I. Art + Extended Media to Art Education K-12 - BFA to MAT

Undergraduate Prerequisites:
- EDU 201 Education & Society
- EDU 206 Educational Psychology
- EDU 474/574 Reading & Writing in the Content Area
- PSY 101 Intro to Psychology
- PSY 202 Human Development

3.000 cumulative GPA and 3.000 major GPA

II. Business Administration - BBA/BS to MBA
Students who complete the business administration major may be exempt from the MBA proficiency requirements listed below (12 credits). Approval of the MBA Program Director is required.

- MBA 551 Financial Accounting
- MBA 552 Economic Analysis
- MBA 553 Statistics for Managers
- MBA 563 Legal Environment

III. Occupational Therapy 3+2 accelerated - BA/BS to MS
UG majors: Biology, Health Sciences, Psychology, & Sociology

Undergraduate Prerequisites:
- BIO 201 A&P I with Lab, 4 credits
- BIO 202 A& P II with Lab, 4 credits
- PSY 101 Intro to Psychology, 3 credits
- PSY 202 Human Dev *or* PSY 208 Dev Science, 3-4 credits
- PSY 308 Abnormal Psychology, 3 credits
- SCI 110 Medical Terminology, 3 credits
- Anthropology or Sociology course, 3 credits
- Statistics course, 3-4 credits

-Completion of 90 undergraduate credits including all major, general education, and OT prerequisite courses prior to beginning OTH coursework
-Minimum 3.250 Cumulative GPA in overall undergraduate study
-Minimum 3.000 Science GPA (A&P I and A&P II)
-Completion of OT program prerequisite courses with grades of C or higher (2.000)
-Completion of at least 20 hours of clinical observation under the supervision of an occupational therapist prior to beginning the OTH coursework

Occupational Therapy 4+2 - BA/BS to MS
UG majors: Biology, Expressive Arts in Mental Health, Health Sciences, Psychology, & Sociology

Undergraduate Prerequisites:
- BIO 201 A&P I with Lab, 4 credits

• BIO 202 A& P II with Lab, 4 credits
• PSY 101 Intro to Psychology, 3 credits
• PSY 202 Human Dev *or* PSY 208 Dev Science, 3-4 credits
• PSY 308 Abnormal Psychology, 3 credits
• SCI 110 Medical Terminology, 3 credits
• Anthropology or Sociology course, 3 credits
• Statistics course, 3-4 credits

-Completion of the bachelor's degree and OT prerequisite courses prior to beginning the OTH coursework
-Minimum 3.250 Cumulative GPA in overall undergraduate study
-Minimum 3.000 Science GPA (A&P I and A&P II)
-Completion of OT program prerequisite courses with grades of C or higher (2.000)
-Completion of at least 20 hours of clinical observation under the supervision of an occupational therapist prior to beginning the OTH coursework

IV. Physical Education to School Health Education 4+1 - BS to MS
Complete as an undergraduate PED student:
• HED 541 Nutrition and Physical Fitness
• HED 558 Foundations of Health Education
• Cumulative GPA 3.00 or higher; Major GPA 2.750 or higher

V. Physical Therapy 3+3 accelerated - BA/BS to DPT
UG majors: Biology, Health Sciences, & Psychology

Undergraduate Prerequisites:
• BIO 201 Anatomy & Physiology I, 4 credits
• BIO 202 Anatomy & Physiology II, 4 credits
• Two courses in Biology with Lab (not Botany), 8 credits
  BIO 208 Microbiology with Lab *or*
  BIO 220 Cell Biology with Lab *or*
  BIO 415 Cell & Molecular Biology with Lab
• CHM 103 Intro to General Chemistry with Lab, 4 credits
• CHM 104 Intro to Org & Biochemistry with Lab, 4 credits
• PHY 101 General Physics I with Lab, 4 credits
• PHY 102 General Physics II with Lab, 4 credits
• PSY 101 Intro to Psychology, 3 credits
• Statistics Course, 4 credits

- Completion of 90 undergraduate credits; including all major and general education requirements
- Completion of DPT prerequisite courses prior to beginning the PTY coursework
- Earned minimum of grade of C or better (2.000) in all DPT program prerequisite courses
- Earned overall GPA of at least 3.000 for all college coursework
- Earned science GPA of at least 3.000 in prerequisite science coursework
- Completion of at least 40 hours of clinical observation under the supervision of a licensed physical therapist prior to beginning the PTY coursework

Physical Therapy 4+3 - BA/BS to DPT
UG majors: Biology, Health Sciences, & Psychology

Undergraduate Prerequisites:
• BIO 201 A&P I with Lab, 4 credits
• BIO 202 A&P II with Lab, 4 credits
• Two courses in Biology with Lab (not Botany), 8 credits
  BIO 208 Microbiology with Lab *or*
  BIO 220 Cell Biology with Lab *or*
  BIO 415 Cell & Molecular Biology with Lab
• CHM 103 Intro to General Chemistry with Lab, 4 credits
• CHM 104 Intro to Org & Biochemistry with Lab, 4 credits
• PHY 101 General Physics I with Lab, 4 credits
• PHY 102 General Physics II with Lab, 4 credits
• PSY 101 Intro to Psychology, 3 credits
• Statistics Course, 4 credits

-Completion of the bachelor’s degree
-Completion of DPT undergraduate prerequisite courses
-Earned grade of C or higher (2.000) in all DPT program prerequisite courses
-Earned overall GPA of at least 3.000 for all college coursework
-Earned science GPA of at least 3.000 in prerequisite science coursework
-Completion of at least 40 hours of clinical observation under the supervision of a licensed physical therapist prior to beginning the PTY coursework

External

I. Clinical Laboratory Sciences or **Cytotechnology - BS to MS**
Russell Sage College & Albany College of Pharmacy & Health Sciences
UG major: Biology (BS)

II. Law 3+3 Accelerated - BS to JD (criteria)
Russell Sage College & Albany Law School
UG major: Criminal Justice, Law, and Behavioral Science (BS)
In the senior year (fall and spring terms) students enroll (full-time status) at Albany Law School (first year of study). After completion of the spring term at Albany Law School, the law school credits are transferred to the student's Sage record for bachelor's degree completion in May.

The following criteria must be met for acceptance to Albany Law School at the conclusion of the junior year of study:
1. Completion of 90 undergraduate credits (minimum) including completion of all general education, liberal arts & sciences, and major program requirements
2. A cumulative GPA of 3.300 or higher
3. Provide an explanation of all pertinent Character and Fitness issues. If applicable, you must furnish additional documentation as warranted for your specific situation
4. A score on the Law School Admission Test (LSAT) that is no lower than the median LSAT score the prior year's entering Albany Law School class
5. Submission of a completed JD application through www.lsac.org by April 1st of the year you intend to begin law school

Contact: prelaw@sage.edu for more information

III. Physician Assistant - BA/BS to MS
Russell Sage College & Albany Medical College
UG major: Biology

Undergraduate Prerequisites
• General Biology I & II with Labs, 8 credits
• Anatomy and Physiology I & II with Labs, 8 credits
• Microbiology with Lab, 4 credits
• General Chemistry I & II with Labs, 8 credits
• Biochemistry, Organic, or other advanced Chemistry, 3-4 credits
• Statistics, 4 credits
• Psychology, 3 credits (PSY 101)
• English Composition I or II, 3 credits

-3.200 or higher GPA each semester
-Complete all prerequisite courses with a C or better (2.000)
-Complete 1000 hours of health care experience prior to beginning PAP coursework

Women's Studies

Women's Studies Minor

Degree Type
Minor

Women's Studies courses help students to clarify important personal, political, and professional issues and to prepare themselves for the world they will encounter when they complete their studies. [19 credits]

I. Core

Complete all of the following:

Item #	Title	Credits
RSC 201	Exploring Intercultural Perspectives	3
WST 209	Gender, Feminism & Society	4
WST 405	Women's Studies Capstone Project	3

II. Women's Studies Electives

Complete three WST courses:

Item #	Title	Credits
WST 206	Sociology of the Family	3
WST 212	Women and Social Movements	3
WST 215	U.S. Latino/Latina Literature	3
WST 220	Women and Crime	3
WST 222	Women, Health and the Body	3
WST 226	Art of the Sixties and Seventies	3
WST 230	Gender & Sexuality in Modern & Contemporary Art	3
WST 232	Oral Histories: Voices of the Past	3
WST 248	Special Topics	3
WST 250	Women's Literature	3
WST 267	Honors Ill-Behaved Women: Nursing and Literature	3
WST 270	Hispanic Women Writers	3
WST 305	Women in Developing Countries	3
WST 310	Victims and Their Experience	3
WST 319	Women and the Law	3
WST 321	Psychology of Women	3
WST 329	Domestic Violence	3
WST 332	Conflict Management and Mediation	3
WST 333	Power and Privilege	4
WST 335	Social Movements	3
WST 343	Literature, Gender, & Sexuality	3
WST 348	Topics in Women's Studies	3

Minor Policy

- Minors may be declared any time before the completion of the drop/add period in the first term of the senior year or before completion of 87 credit hours, whichever comes later
- Successful completion of at least a one course in the minor is a prerequisite to such declaration
- Only two of the required minor courses may also count toward major or another minor’s requirements
- One-half of the required credits for the minor must be completed at Sage
- GPA in Minor required: 2.200 or higher

	Total Credits	19

Course Descriptions

Accounting

ACC 201 : Financial Accounting
A comprehensive introduction to financial accounting principles including analysis and recording business transactions, preparing working papers and financial statements. The course is developed through the use of lectures, problem solving, and a computerized practice set.
Credits 3

ACC 202 : Managerial Accounting
A study of managerial accounting theory and the application of those principles including cash flows, break-even analysis and manufacturing operations. The course is developed through the use of lectures, problem solving and electronic spreadsheets.
Credits 3
Prerequisite Courses
ACC 201

ACC 207 : Accounting Information Systems
This course provides a basis for understanding, developing, evaluating and using practical accounting information systems. The importance of accounting controls is emphasized as well as the technical tools used by accountants. Students review and build on accounting cycles and applications through a computerized project.
Credits 3
Prerequisites
ACC 201 & ACC 202

American Sign Language

ASL 101 : American Sign Language I
This course introduces the beginning student to interpreting and signing American Sign Language (ASL), the language most widely used by the deaf community in the United States. Within the context of sign language as a language, students will learn basic signs and grammar in a receptive and expressive format. Students will focus on the production and comprehension of vocabulary, numbers, and the manual alphabet. (Please note that this is not a course in finger spelling or Perfectly Signed English as such.) Students will also begin to learn about aspects of the deaf culture in the United States and in selected foreign countries. Three hours weekly, plus tutorial/ recitation. Note: Students with prior ASL cannot be admitted to ASL 101, except by special permission of the department.
Credits 3
Corequisites
ASL 101R

ASL 102 : American Sign Language II
This is the second part of the yearlong introduction to ASL. The emphasis on the communicative application of ASL continues; partners and group work enhance this. The fundamentals of survival language skills are rounded out. Three hours weekly, plus recitation.

Credits 3
Prerequisites
ASL 101
Corequisites
ASL 102R

Arabic

ARA 101 : Introduction to Arabic
An introduction to speaking, writing and reading Arabic. The emphasis is on speaking and understanding spoken Arabic. It will focus on idiomatic expressions used in daily speech, pronunciation, and vocabulary building. Reading and writing may be done as reinforcement to oral communication skills. The study of culture is embedded throughout the course, and the study of culture is additionally enhanced through the use of weblogs that focus students' attention on many important topical, historical, and useful themes.
Credits 3

ARA 102 : Introduction to Arabic II
The course is designed to introduce to the non-native speaker of Arabic the four basic skills necessary to developing a working knowledge of Arabic: a)understanding, b)speaking, c) reading, and d) writing. The emphasis is on speaking and understanding spoken Arabic. Reading and writing will be done as reinforcement to oral communication skills. The course will focus on idiomatic expressions used in daily speech, pronunciation, and vocabulary building.
Credits 3

Art + Extended Media

AEM 101 : Drawing I
This course introduces students to principles and concepts of drawing. Students will explore drawing as a mode of expression through a variety of traditional and digital means of mark-making processes.
Credits 3

AEM 105 : 2D Studio Techniques 1
This course explores both the elements (point, line, shape, space, texture, value, color) and principles (repetition, variety, rhythm, balance, emphasis, economy) of visual design. Students will be introduced to a wide set of tools and techniques to execute their work. Experimentation is encouraged and expected.
Credits 3

AEM 106 : Sculpture Techniques 1
This course will introduce the basic elements and processes of construction of three-dimensional works of art. Utilizing traditional and non-traditional three-dimensional art-making procedures, students will translate and manifest their intellectual content into sculptural forms. Students will also incorporate sculptural research, writing, and discussions, into their daily studio practice. Experimentation is encouraged and expected.
Credits 3

AEM 201 : Photography I
Photography I is designed to introduce the student to the fundamental technical aspects of the medium and the principle elements of visual design necessary to develop skills in composition and concept development. Exposure controls, digital workflow, archival printing and presentation techniques will be emphasized. Students will utilize these skills to apply a problem-solving approach to effectively communicate ideas and concepts.
Credits 3

AEM 202 : Color and Light
In this course students will explore theories relating to color and the effects of light on 2D & 3D work, the environment, and time. Students will learn how to effectively use color and light as tools for aesthetic and conceptual expression.
Credits 3

AEM 203 : Painting I
This course introduces students to principles and concepts of painting. Students will explore painting as a mode of expression and as a means of process with an emphasis on composition, color, and paint handling.
Credits 3

AEM 204 : Painting II
This course builds on the skills and techniques developed in Painting 1. The course work stresses the development of individual expression through the exploration of more advanced processes and concepts.
Credits 3

AEM 205 : Photography II
This course will reinforce the aesthetic, technical and conceptual image development begun in Photography I. Through the use of more advanced exposure controls and darkroom technique, students will refine their skills to execute fine prints. Students will be expected to advance their visual literacy in the context of their work. Planning and executing extended projects will be introduced.
Credits 3
Prerequisites
AEM 201

AEM 206 : Sculpture Techniques 2
This course will explore the elements and methods of production of three-dimensional works of art. Utilizing traditional and non-traditional three-dimensional art-making procedures students will translate and interpret their intellectual content into sculptural forms. Students will also incorporate sculptural research, writing and discussions into their daily studio practice. This course will focus on the expanded definitions of three dimensional vocabulary, as well as advanced sculptural methodologies. Exploration, experimentation, incorporation of nontraditional contemporary procedures and outside materials are encouraged and expected.
Credits 3
Prerequisites
Completion of AEM 106 recommended before AEM 206, but not required.

AEM 207 : 2D Studio Techniques 2
This course will explore the elements and methods of production of two- dimensional works of art. Utilizing traditional and non-traditional two-dimensional art-making procedures, students will translate and interpret their intellectual content into two-dimensional works. Students will incorporate research, writing and discussions into their daily studio practice. Exploration, experimentation and incorporation of non-traditional contemporary procedures and outside materials are encouraged and expected.
Credits 3
Prerequisites
AEM 105

AEM 208 : Watercolor
This is an introductory inquiry in watercolor. Prior to each structured exercise, the professor demonstrates techniques. Exercises are designed to promote familiarity with materials and skill development particular to watercolor. Personal choice and creative exploration are also encouraged.
Credits 3

AEM 210 : Digital Photographic Images
This course is designed for the advanced photography student and builds upon the basic Photoshop skills learned in Imaging I as well as those skills mastered in previous courses. Geared toward the digital photographer/artist, it begins with the fundamentals of image acquisition (scanning, digital cameras), image processing and output considerations, and progresses into more detailed handling of imagery and printing considerations. Students will gain mastery of an efficient, productive, and non-destructive work-flow. In-class demonstrations and individual art projects will segue into the production of a final portfolio. Further, there will be a brief survey of contemporary digital artists presenting various conceptual and technical approaches to the medium from which students may draw inspiration.
Credits 3
Prerequisites
AEM 202 & GMD 217

AEM 214 : Studio Lighting
A studio course which explores basic studio lighting techniques in photography. Student will learn about basic studio tools, set-up and maintenance as well as techniques in the use of tungsten lights, electronic strobe and basic flash units. Evaluation is based upon completion of portfolio requirements.
Credits 3
Prerequisites
AEM 205

AEM 215 : Figure Drawing
A studio course in which the structure of the figure is explored through observation investigative drawing and a study of anatomy. Principles and techniques for drawing the figure including proportion and foreshortening will be studied. Line drawing and tone are emphasized and a variety of black-and-white media are used.
Credits 3

AEM 219 : Relief Printmaking
An introduction to relief printmaking techniques and concepts. Students will create unique and limited edition prints with both single and multiple colors.
Credits 3

AEM 220 : Intaglio Printmaking
A studio course studying fine art printmaking techniques and concepts that emphasizes black and white intaglio.
Credits 3

AEM 221 : Monoprints
Monoprints (or monotypes) are one-of-a-kind works that combine aspects of painting, drawing, and printmaking. Oil and water-based inks will be used in additive and subtractive techniques with an emphasis on experimentation.
Credits 3

AEM 222 : Drawing 2
This course focuses on synthesizing skills from previous coursework to create drawings that are complex in form, content and concept. Experimentation with both traditional and non-traditional drawing tools, methods, and media is encouraged and expected. Students will reflect on the relationship of the work produced in this class to their creative practice through discussion, critique, research and written artist statements.
Credits 3
Prerequisites
AEM 101

AEM 227 : Clay Sculpture
A studio course which explores various materials, methods and forming processes in modeling, casting, constructing, and welding within a sculptural ceramics context. The portrait head, figure study, architectural ceramics, and large-scale mixed media assemblage are the emphasis of study.
Credits 3

AEM 231 : Ceramics I
An introductory studio course in ceramics designed to acquaint the student with various on and off the wheel forming processes. Lectures and labs will investigate the theoretical and practical aspects of clay, clay bodies, glaze formulation, and application. Kiln construction, firing processes and practice will also be studied.
Credits 3

AEM 250 : AEM Studio 1
A culmination of the foundation experience, this course allows students to begin their studio practice. Students will synthesize the technical skills and conceptual explorations gained from previous semesters to explore and develop their artistic practice. Students will experiment and are encouraged to take risks while developing an understanding of who they are as an artist and what they want to create. Students will also integrate research, presentation, discussion, critiques and engagement in the campus and local art communities as part of their practice. This course is meant for students in their sophomore year.
Credits 3
Prerequisites
AEM majors only with 24 or more completed credits

AEM 260 : AEM Studio 2
This is an introductory inquiry in watercolor. Prior to each structured exercise, the professor demonstrates techniques. Exercises are designed to promote familiarity with materials and skill development Students will strengthen their studio practice through continued exploration and experimentation with both technical application and conceptual development. Students will continue to understand their artistic voice through the development of a personal body of work, engaging in critical review and discussion with their peers and professor(s). Students will continue to participate in the campus and local art communities.
Credits 3
Prerequisites
AEM 250

AEM 301 : 3D Studio Concepts
An intermediate-level course in the perceptual and conceptual development of projects in 3D media. This course will build on technical skills learned in AEM 106 (3D Studio Techniques) with a focus on developing a more mature project or series of projects.
Credits 3

AEM 311 : Visual Books
Visual books combine the book form with art media to create new relationships between form and content. Students will learn bookbinding techniques then build on their own work in graphic design, printmaking, photography, drawing, sculpture and other media. This conceptual exploration will lead students to create unique, hybrid works of art including altered books, which are made from ready made volumes.
Credits 3

AEM 312 : Color Photography
This course will give students a fundamental understanding of the aesthetic and technical concepts of color design and their use in photography concentrating on both the expressive and commercial applications of the medium. Students will learn to see color photographically as well as gain technical proficiency in their craft. Contemporary modes of image acquisition such as scanning color negatives and transparencies as well as digital capture will be explored in detail. Finally, students will refine their digital workflow methods to generate professional quality color-corrected prints culminating in a final portfolio of work.
Credits 3
Prerequisites
AEM 202, AEM 210 & GMD 217

AEM 327 : Internship
To be arranged with faculty advisor.
Credits 3

AEM 348 : Special Topics
Special topics studio art & media design course.
Credits 3

AEM 350 : AEM Studio 3
Students will refine their artistic practice through focused exploration of who they are as an artist, what they want to create and why. Students will expand their research to subject matter and concepts that inform their practice, as well as to artists who influence their practice. Students will strengthen their personal artist presentation applying feedback from critical review, discussion and reflection on their work. Students will continue their participation in the campus and local art communities.
Credits 3
Prerequisites
AEM 260; completion of 54 or more credits (Junior status)

AEM 385 : AEM Studio 4
Students will continue to refine their artistic practice through focused exploration of who they are as an artist, what they want to create and why. Students will synthesize personal aesthetic and technique with research to begin crafting a cohesive body of art work. Students will continue to strengthen their personal portfolio by applying feedback from critical review, discussion and reflection of their work. Students will continue their participation in the campus and local art communities.
Credits 3
Prerequisites
AEM 350; Completion of 54 or more credits (junior status)

AEM 421 : Capstone I: Studio Theory
Students will develop their ability to conceptualize a professional art project through the use of research methodology, reading, writing, discussion and critique. Students will prepare a written proposal outlining their intended creative direction strategies for achieving this project and goals of the project. Students will practice public speaking and presentation skills. Must be followed by AEM 422 in the spring semester.
Credits 3
Prerequisites
Art + Extended Media majors only

AEM 422 : Capstone II: Production & Fabrication
Students will complete a serious coherent and professional-level body of work based on the outcomes of AEM 421. This course will focus on a rigorous schedule of production with regular critiques with their faculty, peers, and the larger art faculty. Students will be expected to manage their project and problem-solve for their unique project proposals (including production, materials sourcing, presentation and documentation). Students submit their selected artworks to the annual BFA exhibition.
Credits 3
Prerequisites
AEM 421

AEM 423 : Professional Practices
This course will prepare students to integrate their work and artistic practice into the professional art world. Students will develop and execute a professional portfolio as well as written materials (cv/ resume, artist statement, biography) for application to exhibitions, graduate school, artist residencies, grants, and more. Students will practice and refine public and written presentations of their work. Career development, marketing and self-promotion will also be emphasized.
Credits 3
Prerequisites
AEM major; Completion of 54 or more credits (junior status).

AEM 427 : Internship
Credits 3

AEM 448 : Topics in Art
Special topics course in art + extended media design.
Credits 3

Art History

ARH 205 : Art History I
A survey of the visual arts and architecture from a global perspective from the Prehistoric through the Gothic eras.
Credits 3
Prerequisites
Completion of WRT 101 strongly suggested

ARH 206 : Art History II
A survey of the visual arts and architecture from a global perspective from the Renaissance to the Modern eras.
Credits 3
Prerequisites
Completion of WRT 101 strongly suggested

ARH 208 : 19th Century Art
A study of the major artists and styles of the 19th century, with emphasis on Eurpoean art. The course will include an examination of Neo-Classicism, 19th Century Art and Romanticism, Realism, Impressionism and Post-Impressionism.
Credits 3
Prerequisites
ARH 205 & ARH 206

ARH 209 : American Art
A survey of American arts from Colonial times to the present. Painting, sculpture, and architecture will be studied in terms of the development of America as a nation.
Credits 3
Prerequisites
ARH 205 & ARH 206

ARH 214 : Contemporary Art History
This slide/lecture/discussion course introduces the student to the principal trends and significant artists and artworks in the visual arts since 1945.
Credits 3
Prerequisites
ARH 307

ARH 220 : History of Photography
A course that traces the development of photography, the technical aspects of photography, photography as a medium of social comment, a recorder of data, an extender of human perception and knowledge and photography as an evolutionary art form.
Credits 3

ARH 225 : Art of the Sixties & Seventies
This course will examine avant garde art of the 1960s and 1970s in the context of the social history of the time, including the civil rights movement, feminism, the anti-war movement, counterculture and anti-authoritarianism, the sexual revolution, and other transformative paradigms. Period styles such as Beat, Pop Art, Fluxus, and Minimalism will be covered, as well as performance, installation, conceptual, video, land art, activism, photography, vernacular architecture, and postmodernism. Readings will be interdisciplinary: poetry, history, protest, commentary, and art criticism, among others.
Credits 3

ARH 230 : Gender & Sexuality in Modern & Contemporary Art
The rapidly expanding literature of gender studies in art has emerged from feminist, LGBTQ, sexuality and masculinity studies. This course introduces the student to scholarly and critical methods used by authors in these fields as they examine gendered roles and human sexuality in art from the 16th-21st centuries.
Credits 3

ARH 301 : History of Architecture & Int Design I
A study of architecture, furniture, and the decorative arts from Ancient Egypt through the Industrial Revolution. This course will require research, writing and discussion. (Equivalent to ISD 301).
Credits 3
Prerequisites
ARH 205 & ARH 206

ARH 302 : History of Architecture and Int Design II
A study of exterior and interior architecture and decorative arts in relation to environment, society and culture from the 18th century to the present day. This course will require research, writing and discussion.
Credits 3
Prerequisites
ARH/ISD 301

ARH 307 : Modern Art & Criticism
The art of the 19th and 20th centuries will be explored in depth staring with the Romantic era. The course will emphasize the major schools as well as the major artists of the 20th century within the context of period styles, stylistic progress, social history and art critical response.
Credits 3
Prerequisites
ARH 205 & ARH 206

ARH 310 : Art and American Character
What is American? We explore this question by examining art and visual and material culture from the Powhatan nation to the postmodern within the geographic borders of the United States. Embracing a trans-Atlantic and multicultural American perspective, the course proceeds topically to study key movements in art and visual culture wherein exploring and communicating identity is axiomatic to the time. Students will learn how cultures have been suppressed by hegemony and how some have formed alternatives to dominant society. Art is presented from diverse ethnicities, socio-economic status, regions, religions, sexual orientation, gender and material and professional culture and through the literature of history, poetry, memoir, fiction and art criticism.

Credits 3
Prerequisites
Completion of 24 or more credit hours

ARH 320 : History of Graphic Design
This course is a survey of the history of graphic design. It traces the development of the tools of communication for the inception of writing through to present times, with an emphasis on 19th through 21st century design. The course also covers the impact of social, political and cultural changes on visual communication.
Credits 3
Prerequisites
ARH 205 & ARH 206

ARH 333 : Contemporary Art Criticism & Theory
Students will study art and art criticism of the contemporary period by focusing in depth upon select artists from across the globe. These artists are chosen for their diversity of media approaches, periodization and culture. The artists will be studied with a variety of methodologies and theory reflective of postmodern culture.
Credits 3
Prerequisites
ARH 307

ARH 341 : Issues and Ideas in World Art
This lecture and discussion course will explore significant topics in Western and non-Western art. Each semester the course is offered, students will focus on a particular culture and learn to analyze the visual systems that express characteristic ideas and values. Each student will undertake an independent research project. The final class project will result in a comprehensive Web based publication and will include both text and images. May be repeated for credit.
Credits 3

ARH 348 : Special Topics
The department occasionally offers special courses in art history covering areas and topics not otherwise included in the curriculum. Students may enroll in this course more than once as topics change.
Credits 3

Arts (Visual & Performing)

VPA 111 : Introduction to Visual and Performing Arts
Art, Dance, Music, and Theatre are introduced through participation in each of the disciplines. Emphasis is placed on those elements the various arts have in common. Visiting lecturers, gallery visits, and live performances will enhance the classroom experience.
Credits 3

Biology

BIO 101 : General Biology I
This lecture course covers topics in the basic biological principles of life, such as cell structure and function, cellular respiration, photosynthesis, mitosis and meiosis, DNA and gene expression, and Mendelian genetics. BIO 101L laboratory course accompanies BIO 101 and allows for the practical application of biological techniques to scientific inquiry in molecular and cellular biology.
Credits 4
Corequisites
BIO 101L

BIO 101L : General Biology I - Lab
This laboratory course accompanies BIO 101 lecture and allows for the practical application of biological techniques to scientific inquiry in molecular and cellular biology.
Credits 0
Corequisites
BIO 101 (lecture)

BIO 102 : General Biology II
This lecture course covers topics in the basic biological principles of life, such as evolution, population genetics, and phylogenetics; the diversity of life from prokaryotes and protists to fungi, animals, and plants; and ecology. Credit cannot be earned for both BIO 102 and BIO 105.
Credits 4
Corequisites
BIO 102L (laboratory)

BIO 102L : General Biology II Lab
This laboratory course accompanies BIO 102 lecture and allows for the practical application of biological techniques to scientific inquiry in organismal biology.
Credits 0
Corequisites
BIO 102 (lecture)

BIO 108 : Zoology
The animal kingdom is introduced to non-majors. Correlation between structure and function will be investigated among invertebrate and vertebrate animals. Aspects of animal behavior will be discussed. Lecture, lab and fieldwork, and discussion.
Credits 3

BIO 110 : Environmental Issues
We must all live in this world, the very existence of which has been, and currently continues to be, threatened by pollution created by human technology, lifestyles, and over-population. In this course, students will investigate these problems and learn about the possibility, practicality, and morality of various solutions. Credit cannot be earned for both BIO 110 and BIO 130.
Credits 3

BIO 125 : Structure and Function of Living Forms
This is an introductory level course covering the various forms of life on earth, from microbes to humans, to redwood trees. It is an inquiry-based course in biology intended for the non-major and covers the cellular and molecular basis of life on earth, how cells assemble to form a multi-cellular organism, how the organism relates to the environment, the homeostatic mechanisms that allow for survival, and how these living forms reproduce. Structure is discussed in terms of its relation to function. Students are encouraged to formulate their own questions and are taught how to search for the best answers with the resources available.
Credits 3

BIO 134 : Human Biology
This course is designed to acquaint the student with the fundamentals of anatomy and physiology. The normal structure and function of the human body will be considered, together with possible malfunction of cells, tissues and organs. No credit awarded if student has already received credit for BIO 135/BIO 201 and/or BIO 136/BIO 202.
Credits 3

BIO 150 : Writing in Biology
This course is designed to teach students about the definitions of plagiarism and how to write an original body of work in the Biological Sciences. Students will learn how to select an appropriate topic for a term paper, create an outline and rough draft and finalize a paper for submission. A resume and e-portfolio will also be created, critiqued and suggestions will be made for improvements during their educational experience.
Credits 1

BIO 200 : Independent Study
to be arranged with faculty

BIO 201 : Anatomy and Physiology I
Students will investigate the structure and function of the cell, the skeletal and neuromuscular systems, and the proprioceptive and reticular activating systems relative to sensation, perception, and movement. Laboratory work will include experiments on animals and animal tissue and exercises with human subjects.
Credits 4
Corequisites
BIO 201L
Advising Note
Students who take this course cannot also receive credit for BIO 134 and BIO 213 due to overlap in course content.

BIO 202 : Anatomy and Physiology II
Studies of the blood, circulatory, digestive, endocrine, respiratory, reproductive, and urinary systems will be included. Laboratory work will include experiments on animals and animal tissue and exercises with human subjects.
Credits 4
Prerequisites
BIO 201, BIO 201L
Corequisites
BIO 202L
Advising Note
Students who take this course cannot also receive credit for BIO 134 and BIO 213 due to overlap in course content. R

BIO 207 : Fundamentals of Genetics
This course investigates the fundamental principles of genetics including transmission of genetic information, Mendelian heredity and modern genetics. Through readings, discussions and video, students will learn about the fundamental principles of genetics, as well as explore the personal, political, and socio logical implications of this rapidly expanding field.
Credits 3
Prerequisites
BIO 101 is recommended

BIO 208 : Microbiology
This is an introduction to the principles and techniques of microbiology including a brief study of infectious diseases, the host defense mechanisms, sanitation, and the microbiology of water, foods, and soil.
Credits 4
Prerequisites
Completion of one BIO or CHM course
Corequisites
BIO 208L

BIO 209 : Fundamentals of Forensics
This course will examine the many areas of forensic science. It is designed to explore the use of biological evidence and, specifically, the importance of DNA in a criminal investigation. Other areas of forensics, such as toxicology, chemical analysis, and ballistics will be discussed and the importance of forensic evidence in the courtroom will also be examined.
Credits 3

BIO 211 : The Plant Kingdom
This evolutionary survey of the plant kingdom uses examples primarily from the local florae, and stresses morphology and taxonomy. Both vascular and nonvascular plants will be studied. Laboratories and field trips are included.
Credits 3
Prerequisites
BIO 101 & BIO 102

BIO 213 : Human Anatomy & Physiology
This course emphasizes the essential physiological principles underlying the function of the human body. The following systems and/or units will be covered: cells and tissues, muscular, nervous, endocrine, cardiovascular, blood, respiratory, digestive, urinary and fluid balance, and reproduction. Not open to biology majors without special permission. Students also enroll in lab section. Students who take this course cannot also receive credit for BIO 201/BIO 202 due to overlap in course content.
Credits 4
Prerequisites
One semester of BIO, CHM, or PHY or Sophomore status (24+ credits)
Corequisites
BIO 213L

BIO 217 : Invertebrate Zoology
Credits 3

BIO 220 : Cell Biology
This course is a study of the cellular basis of life and focuses on the fundamental principles that unify cells. A detailed understanding of cellular function and cell components is undertaken. Cellular control and intracellular signaling is examined, in addition to how some of these processes malfunction and underlie certain diseases. Laboratory experiements emphasize current techniques used to study cellular function.
Credits 4
Prerequisites
BIO 101/BIO 102 or BIO 201/BIO 202
Corequisites
BIO 220L

BIO 248 : Topics in Biology
Credits 1

BIO 307 : Internship in Biology
to be arranged with faculty
Credits 1

BIO 310 : Biology of Parasites
Credits 3

BIO 312 : Evolution
Under discussion will be the processes of evolution as they have occurred in the past and are occurring in the present, and the sources of variability, natural selection, adaptation, extinction, and the origin of species, including human evolution.
Credits 3

BIO 320 : Seminar in Biology
This course focuses on an investigation of current research publications and presentation of oral and written scientific reports.
Credits 3
Advising Note
For juniors

BIO 321 : Biology of Algae
Credits 3

BIO 326 : Principles of Ecology
This is an introduction to the principles of animal and plant ecology. Major topics includes biome description, communities, succession, ecosystem structure and function, ecosystem energetic, biogeochemical cycles, population dynamics, competition, predation/perdition, and the evolution of ecosystems. Field trips are included.
Credits 3
Prerequisites
BIO 101 & BIO 102

BIO 336 : Animal Behavior
Under discussion will be the biology of behavior in lower and higher animals; animal communication, oreintation, navigation, mimicry, courtship, aggression, social behavior, and learning; and, the evolution, ecology, and development of behavior. Readings, laboratory experiments, films, and field trips are included. An independent project will be conducted.
Credits 3
Prerequisites
BIO 101/101L and BIO 102/102L

BIO 348 : Topics in Biology
Special topics of current interest in the biological sciences are examined.
Credits 3

BIO 350 : New Emerging Diseases
This course investigates emerging infectious diseases, EIDs. EIDs are diseases that are new or changing, and are increasing or have the potential to increase in incidence in the future. EIDs include such diseases as West Nile Encephalitis, Mad Cow Disease, Ebola hemorrhagic fever, Hantavirus pulmonary syndrome, Cryptosporidiosis, and AIDS. Through readings, discussion and video, students will learn about the etiology of these and other diseases, as well as explore reasons why these diseases are on the rise. The potential use of microbes in biological warfare will be discussed as well.
Credits 3
Prerequisites
BIO 101 & BIO 102

BIO 351 : Immunology
This course investigates the various ways living systems have devised to subvert infections by viruses, bacteria, and parasites. The mechanisms of innate and acquired immunity as well as conditions which result in immunodeficiency or the opposite, autoimmunity, will be studied. The mechanism and genetics of antibody diversity will be discussed. Mechanisms of cell signaling and cell recognition, the ability to discern self from anti-self, and the tools of immunology will be central to the course.
Credits 3
Prerequisites
BIO 101 & BIO 102

BIO 357 : Environmental Toxicology
Credits 4

BIO 358 : Proseminar: Comm. in Biol. Sci
This course prepares students in communication skills required for employment and graduate training. Students are guided in preparation and delivery of oral and written reports from current biological literature. In addition, students are invited to explore current options in graduate studies and employment in biological laboratories.
Credits 3

BIO 359 : Explorations in Research Methods
This is an interactive lecture and laboratory course promoting research methodology, laboratory skills, critical thinking, data analysis, practice in experimental design, and active involvement in a research process. By the completion of this course, students will have developed a research proposal for their senior independent project and will have explored the research methodologies that project will require.
Credits 3
Prerequisites
BIO 101/101L, BIO 102/102L, CHM 111, CHM 112, and 60 or more completed credit hours.

BIO 401 : Research Project
Project to be arranged with faculty.
Credits 3

BIO 405 : Molecular Genetics
This capstone course requires students to draw upon their methodological, analytical and communication skills as well as their substantive learned knowledge. These skills will be demonstrated through laboratory activities and written lab reports, oral presentations, scientifically prepared papers and peer reviewed article critiques. As a subject matter, this course presents an overview of Molecular Genetics topics such as recombinant DNA technology, modes of inheritance and gene expression, disease modeling and genetic approaches to medicine, along with contemporary topics. Students conduct research in laboratory using analytical techniques. Students also enroll in lab section.
Credits 4
Prerequisites
BIO 101/101L & BIO 102/102L
Corequisites
BIO 405L

BIO 410 : Honors Project
Students register for two semesters of BIO 410 Honors Project by Biology or Health Sciences faculty invite only after presentation of their research proposal to a faculty member. Based on their proposal, the student will work with their faculty mentor to design their project further and in more detail. The project can be part of the faculty member's research program or it can be novel. The student is required to work alone on this project. Eligible students will have completed at least one year of Biology or Health Sciences courses at Russell Sage College and have a minimum cumulative GPA of 3.500.
Credits 3

BIO 415 : Cell and Molecular Biology
This capstone course requires students to draw upon their methodological, analytical and communication skills as well as their learned knowledge. These skills will be demonstrated through laboratory activities and written lab reports, oral presentations, scientifically prepared papers and critiques of peer reviewed articles. This course investigates the molecular mechanisms of gene regulation, cancer progression, cell signaling and cytoskeletal interactions. Students conduct research in laboratories using analytical procedures that reinforce the protocols discussed in the classroom. Students must enroll in the lab.

Credits 4
Prerequisites
BIO 101/101L, BIO 102/102L, BIO 359, CHM 111, and CHM 112 and 90 or more completed credit hours.
Corequisites
BIO 415L (laboratory)

BIO 420 : Environmental Law and Policy
Credits 3

BIO 427 : Internship in Biology
To be arranged with faculty.
Credits 3

BIO 450 : Seminar in Biology
Students analyze and critique through discussion and writing, publications of current research topics.
Credits 3
Prerequisites
Completion of 90 or more completed credit hours. Students in accelerated OT or PT tracks must have 75 or more completed credit hours.

BIO 484 : Neurobiology
This course will focus on the human nervous system but will also discuss animal experiments as they apply to understanding human brain function. The development of the nervous system as well as pertinent neuroanatomy and significant historical events in the field are also covered. The course begins with an overview of the organization of the nervous system, and then focuses on cell and synaptic physiology. Following this chemical and pharmacological aspects of synapses are discussed. The hierarchical organizations of the brain are studied. This is then integrated into how the brain functions as a whole. The functions of each area of the brain are examined and the basis of learning and memory are discussed. The basis of language and emotion are covered. Some of the common brain disorders are also discussed.
Credits 3
Prerequisites
BIO 101 & BIO 102

Business Administration

BUS 104 : Contemporary Business
This elective course is a survey of current business practice. It examines the operation and organization of the business firm and the processes of its functional areas. The course focuses on the environment in which businesses operate. The course is highly recommended for (a) first-year business majors, (b) students who want to develop an understanding of business and organizations, (c) students who want to pursue a business minor, or (d) students who are thinking about becoming an entrepreneur.
Credits 3
Prerequisites
This course is restricted to students with less than 45 credits total.

BUS 110 : Financial Literacy
The course is an introduction to economic and financial subjects, terminology, and institutions so that the student develops an understanding and basic fluency in current business and financial issues. Additionally, the objective of this course is to provide students a foundation to make more informed decisions regarding personal financial issues including budgeting, credit management, investment and retirement planning (never too early), and debt options. Topics to be covered include the role of Federal Reserve Bank; how money is created; the differences between Fiscal and Monetary Policy and examining each of those current policies; an introduction to the Stock and Bond markets and what drives their dynamics; the role of Wall Street in our economy; the basics of Foreign Exchange rates and why currencies move in value. There are no prerequisites for this course and it is meant to provide a good background for further course studies in economics, management, and business. This course is also meant to provide a basic understanding of financial issues and markets for non-business majors so that they might be more confident in engaging financial issues for themselves in the future.
Credits 3
Advising Note
Fulfills Wellness-general education requirement.

BUS 204 : Principles of Marketing
This course is designed to give the student a comprehensive look at the field of marketing. The course adopts a managerial focus as it covers topics such as the marketing concept, segmenting, targeting, positioning, and how the effective manager uses the marketing mix (product, price, place and promotion) to gain and hold the customers.
Credits 3

BUS 205 : Principles of Management
The primary objective of this course is to provide a comprehensive introduction to the field of management and to the context of actual management practice. The course is organized around the functions of management; planning, leading, organizing, and controlling. The course is a primer for students of any field who are interested in the practice of management and studying contemporary management issues.
Credits 3

BUS 209 : Mathematics for Finance
This course prepares students to use mathematics as a decision-making tool in business and prepares students for further work in financial management. Topics covered include a review of basic mathematical concepts and techniques: basic algebra, percents, ratios and proportions, statistics, simple interest, compound interest, in addition to computing present value, annuities, sinking funds, and amortization.
Credits 3

BUS 211 : Global Business
This course provides an introduction to the worldwide aspects of each business function covered in contemporary business and will give each student an understanding of the implications of the United States' involvement in a global economy. Topics covered include an introduction to international trade/foreign investment and economic theories of international trade as well as an overview of the forces operating in the international environment (financial, economic, legal, physical, and political) and their impact on management and marketing strategies.
Credits 3

BUS 212 : Business Law I
This course is designed to give the student a comprehensive view of business law with an emphasis on the rationale behind the laws that affect business practice. Both domestic and international laws will be analyzed providing the student with an understanding of the role of law in a global economy. Topics to be covered, include business formation and structures, agency, the nature and classification of contracts, statute of frauds, third party rights, contract formation, performance and breach, warranties, sales contracts and regulations affecting international business. (BUS 212 is equivalent to LAW 205).
Credits 3

BUS 213 : Business Law II
This course is designed to give the student a comprehensive view of commercial transactions and the Uniform Commercial Code. The effects of international laws on American commerce and business will also be analyzed. Topics to be covered include Article 2 sales, title and risk of loss, negotiable instruments, secured transactions, bankruptcy, anti-trust laws, product liability, consumer laws and import/export laws. (BUS 213 is equivalent of LAW 206).
Credits 3
Prerequisites
BUS-212 or LAW-205

BUS 215 : Business Communications
A comprehensive study of methods and techniques of communications in a business setting. Topics to be covered include formal and informal communications, listening skills, oral reports, business writing, resume preparation, data management, and electronic and cross-cultural communication systems.
Credits 3

BUS 224 : The Business of Climate Change
What is climate change and what does it mean to business? This course will explore those questions by first learning about the science behind climate change and the role that human activity is having in warming the planet at an unprecedented rate. The potential impacts that a warming planet will have to our way of life will also be examined, as well as how they, in turn, will change the way companies, industries, and whole sectors will (or will not) operate. This will include a discussion of the mitigation and adaption strategy options that are available through public policy and business leadership along with the business and functional level strategies necessary in the emerging "climate economy". These changes and choices are certain to have impacts on business owners, employees, and customers for decades to come. Cross-listed with SCI 224.
Credits 3

BUS 227 : Creativity and Problem Solving
This course explores the challenges of sustainability (i.e., social equity, economic vitality, and ecological viability) from the lens of creativity and entrepreneurial (i.e., innovative) problem solving. Specifically, theories, approaches, and practices that lead to enhanced creativity and problem solving are explored in order to enhance the ways students process complex problems and provide solutions that are possible, probable, and ultimately, profitable.
Credits 1

BUS 229 : Ecological Economics
From climate change to social justice, much of the twenty first century challenges humankind faces are a result of the limits of our economic systems. This course explores a new model for thinking about our economy, based on the realities of the limits of the natural world and the goals of a healthy society. This model is rooted in a view that our economic systems are bounded by our social systems, which in turn are bounded by the limits of the natural environment. An understanding of this revised economic view provides a clearer framework for solving social and environmental problems.
Credits 1

BUS 300 : Independent Study
To be arranged with faculty. Department chair approval required.
Credits 1
-12

BUS 304 : Advertising and Branding
A course in the planning, creation, and use of advertising for those who may be called upon to make advertising decisions. Includes historic and ethical aspects of advertising; positioning and branding; creative strategy and evidence-based ad principles; principles of layout and design; choice of media. The students in the class develop and test a real-world advertising campaign.
Credits 3

BUS 307 : Business Ethics
This course introduces the student to the ethical concepts that are relevant to resolving moral issues in business, imparts the reasoning and analytical skills needed to apply ethical concepts to business decisions, identifies the moral issues involved in the management of specific problem areas in business, and provides an understanding of the social and natural environments within which moral issues in business arise. Specific issues discussed in class may include affirmative action, discrimination, workers' rights, whistle blowing, truth in advertising, environmental protection, obligations in accounting and finance, multinationals, and other relevant issues.
Credits 3

BUS 308 : Human Resource Management
This course is a comprehensive review of the core functions relating to the effective management of an organization's human resources recruitment and selection, performance appraisal, compensation, administration, and strategic human resource planning. Special attention is given to contemporary topics including equal employment opportunity, career development, separation and downsizing, and international human resource issues. The emphasis will be on understanding and applying these concepts to help students in the wide-range of positions and organizations in which students find themselves.
Credits 3
Prerequisites
BUS 205

BUS 311 : Entrepreneurship
The content of this course provides students an insight into (a) the characteristics of entrepreneurs, (b) the approaches entrepreneurs use to create, identify, and evaluate opportunities for new ventures, and (c) the skills that are needed to start and manage new ventures along with how to develop a preliminary business plan. The following topics will be addressed: creation and implementation of company strategies, marketing of products and services, pricing and promotion, financing, legal aspects of business formation, risk management, human resource management, and other related topics. Emphasis will be placed upon the preparation of an actual business plan.
Credits 3
Prerequisites
Completion of at least 45 credits , ACC 201, BUS 204, BUS 205 , BUS 212

BUS 312 : Ethics & Social Responsibility
This course will use an interactive format to examine values-aware approaches to the study of organizational ethics and social responsibility. The scope of this course will include private sector (business), public sector (non profit or governmental), and non-governmental organizations. By applying critical sociological and management frameworks, students will examine ethical issues facing managers and groups in modern organizations. Various interdisciplinary approaches to resolving dilemmas and organizational change will be explored.
Credits 3

BUS 313 : Professional Selling
Professional Selling provides a comprehensive overview of sales management control and sales force performance theory and best practices. Topics include the professional sales process, relationship versus transaction-focused selling, sales activities, and the responsibilities of sales managers (sales force recruitment, training, motivation, and compensation). Students will apply this knowledge in the development of research-based sales strategies, written sales plans and oral sales presentations. Individual and team case analysis and role play enhance and enliven the learning environment.
Credits 3
Prerequisites
BUS 204

BUS 314 : Organizational Behavior
This course is designed to familiarize students with behavior in organizations. Topics include leadership, job design, attitude, motivation, interpersonal communication in the organization, small group behavior, inter-group conflict and cooperation, and complex organizational behavior.
Credits 3
Prerequisites
BUS 205

BUS 318 : Operations Management
The study of production and operations management explores the theoretical and quantitative decision tools for forecasting, planning, scheduling, and controlling the production process. Students will focus on evaluation of methods of production and selection of appropriate production alternatives.
Credits 3
Prerequisites
ECO 215 or Statistics course

BUS 320 : Digital Marketing
This course is designed to help future managers better direct the e-commerce process. This will be accomplished through an integrated study of business models, marketing, and Internet technology. Both positive and negative aspects of ideas and techniques will be studied and cases will be used to illustrate successful as well as unsuccessful e-commerce management.
Credits 3
Prerequisites
BUS 204

BUS 324 : Business Strategy I
This course examines a series of business situations with an approach designed to integrate the student's previous business courses in management, marketing, accounting, and business law in order to determine the strategy a firm should follow to ensure its long-term survival. Students should plan to take this course in sequence with BUS 424.
Credits 3
Prerequisites
BUS 204 & BUS 205, a minimum of 57 earned credits

BUS 325 : Financial Management I

This is the basic course in finance. Topics include the goals and functions of financial management, financial analysis and planning, working capital management and the capital budgeting process.

Credits 3

Prerequisites

ACC 201 & ACC 202

BUS 327 : Exper Learning in Business

This course provides students with an opportunity to gain experience in an organizational environment. Students are required to meet with the internship director prior to registering for this course.

Credits 3

Prerequisites

Completion of 54 credits

BUS 328 : Internship in Business

The internship provides the student the opportunity to gain on-the-job experience in business, an extremely valuable component of the graduate's resume. Faculty coordinators work closely with the intern and the employer to assist the student in achieving specific learning objectives.

Credits 3

Prerequisites

Completion of 54 or more credits

BUS 332 : Conflict Management & Mediation

This course addresses the issue of conflict from two positions: 1) through an examination of the causes, processes, costs, and benefits of social conflict; and 2) by offering methods for conflict resolution. From a management perspective, the role of conflict in organizations will be approached by studying management structures and organizational hierarchies for the ways they produce various types of conflict. Using sociological theory and research, this course will address the relationship of social issues e.g., difference and inequality, power and corruption to organizational and institutional conflict. Understanding that conflict and signal either a disruption in the operation of an organization or an opportunity for change and growth, this course will provide students with a broad-based perspective for making conflict an asset organizationally and interpersonally. The latter part of the semester will be devoted to methods for conflict resolution, including the 25 hours of course work needed for conflict mediation certification through a variety of certification options. Students will have the foundation to pursue an apprenticeship with a conflict mediation or dispute resolution center.

Credits 3

BUS 335 : Management Information Systems

Focusing on the role of managers within an organization, this course emphasizes the importance of information systems to support an organization's objectives and strategic plans. The course includes core concepts and hands on application projects with several using MS software (Excel and Word), business apps, YouTube as a vehicle for business, and artificial intelligence to illustrate the strategic role of information systems in an organization.

Credits 3

Prerequisites

BUS 205

BUS 340 : Leadership & Diversity
What skills do 21st century leaders need? What is leadership and how do leaders lead? What are the challenges unique to leaders across race, class, ethnicity, ability and age? Effective leaders must understand the unique issues that exist when dealing with a highly diverse global community. This course provides an opportunity to examine leadership, and to explore the relations of leaders and followers across a variety of settings. The essential skills of effective leaders are explored, such as elaborating a vision, facilitating communication, working with diverse groups and teams, and facilitating change. Students will be encouraged to examine systematically their own leadership potential, values and ethics as they reflect on historical and contemporary examples of effective business and political leaders as well as leaders of causes and social movements. Emphasis will also be placed on providing an opportunity to apply theories in practical applications.
Credits 3

BUS 345 : Organizational Theory
In order to respond to emerging economic changes, organizations must adapt and improve their effectiveness and efficiency. This course is a comprehensive review of concepts and theories developed by social scientists to describe the various characteristics of organizations. Topics include dimensions describing organizational structure and context and their interrelations.
Credits 3
Prerequisites
BUS 205

BUS 348 : Special Topics in Business
This course offers in-depth study of subjects either beyond the range of core courses or of subjects suggested by evolving experience and professional practice and not otherwise addressed in the curriculum.
Credits 3

BUS 362 : Sport Management
This course examines the diverse, expanding field of sport and recreation. The structure of the course is designed to provide a comprehensive look at the basic organizational structures and management practices found in the sport industry. Students will examine applications of managerial concepts and processes, and the ways in which organizations interact with each other and professional organizations and governing bodies. Current issues, ethical dilemmas in the sport environment, organizational responsibility, and professional ethics will be discussed.
Credits 3
Prerequisites
BUS 205

BUS 363 : Sport Marketing
This course will cover the basic theories and principles of sport marketing including the marketing of products such as professional and amateur teams, esports, as well as recreational and sport club services. The student will study and understand the market, develop a marketing strategy and implement marketing plans through sponsorship, licensing, promotions, advertising and sales. Innovative and traditional approaches including industry disruption to promotion and public relations in the sport industry are also discussed.
Credits 3
Prerequisites
BUS 204

BUS 369 : Business Sustainability

Walk up and down the aisles of any grocery store and you can buy organic potatoes, reduced packaging detergent, and "green" cleaning products. Go to buy a car and you have a choice of low emission, hybrid, and even electric. Sustainability has become the norm in many places of our society and businesses have had to respond. This course looks at the ways the early environmental movement, which more recently has given way to the sustainability movement, has shaped, and will continue to shape, business decision-making and behavior through the law, market demand, and stakeholder pressure. Dominant issues around business sustainability will be explored such as pollution, natural resource depletion, and climate change.

Credits 3

BUS 408 : Consumer Behavior

Examination of the relationship of the behavioral and social sciences to consumers and their individual and group behavior helps bridge the gaps in the understanding of consumer behavior and serves as an aid in understanding the marketing concept. The content presents broad areas of the impact of market promotion, marketing communications, research techniques, consumer motivation, and perception.

Credits 3

Prerequisites

BUS 304

BUS 409 : Marketing Research and Analytics

The goal of this course is to provide a fundamental understanding of marketing research process, methods, and data analytics. Marketing research is an organized way of providing information for decision- making purposes. This course will cover both qualitative and quantitative aspects of marketing research such as interviews, focus groups, sentiment analyses, projectives, customer observations, questionnaire designs, consumer attitude measurement, experiment designs, and pricing research. Research designs will be evaluated in the context of typical marketing procedures that they are designed to address and how each is utilized to support marketing decisions.

Credits 3

Prerequisites

BUS 204 and a statistics course (ECO 215, MAT 220, or PSY 207)

BUS 420 : Organizational Development

Organizational Development is the application of behavioral science knowledge to improve organization performance and organization functioning. This course focuses on the process of making organizations more hospitable to people and more efficient and effective in meeting organization goals.

Credits 3

Prerequisites

BUS 205

BUS 424 : Capstone: Business Strategy II

This course examines a series of business situations with an approach to integrate the student's previous business courses in management, marketing, accounting, economics, and business law. In order to determine the strategy a firm should follow to insure its long-term survival, students will utilize theoretical strategic frameworks, as applied through a rigorous semester-long business simulation exercise.

Credits 3

Prerequisites

BUS 324 , BUS 325

BUS 429 : Sustainability Capstone

This course provides students the opportunity to complete their Entrepreneurial Sustainability Minor degree through a capstone, service learning, or action research project. The project is focused on developing a solution to one of the myriad of sustainability challenges, with goals to help lead to a healthier society, economy, ecology, or a combination of any of the three.

Credits 1

Prerequisites

BUS 227, BUS 229

BUS 430 : Sport Law
This course is designed to introduce students to some of the laws, rules and regulations that apply to the sports industry which can have an impact on the management and operations of sport organizations in the United States. The purpose of the course is to provide students with a basic understanding of the legal issues so that they acquire the necessary skills and strategies to effectively work with business executives and lawyers to resolve these issues. The course will specifically focus on the practical application of these laws to situations that students may face, and the decisions they may need to make, if they become sports business professionals. Class structure and discussion with focus on, and require a critical analysis of, current legal issues in sports, and the real-world examples used in class will constitute an integral portion of this class. Students will learn about and analyze substantial legal concepts in agency law, employment law, intellectual property, antitrust, labor, bankruptcy, and contracts law.
Credits 3
Prerequisites
BUS 212 & BUS 213

BUS 431 : Sport Facility & Event Management
This course provides students with an understanding of the complexity involved in sport facility or venue planning and event management. Sport facility management includes activities such as planning sports facility events, staff management, facility marketing, developing revenue streams, risk management, and facility scheduling and operating. Sport event management consists of identifying goals of the event and coordinating people in the organizations involved to achieve those goals with the resources available. The main focus of these principles will be on sporting events and facilities, but can be applied to many different areas, including corporate and social events.
Credits 3
Prerequisites
BUS 362 or BUS 363

BUS 435 : Sport Leadership
The primary goals of this course are to help current and aspiring sport leaders gain a better understanding of effective leadership and to provide the necessary tools for developing effective leaders. This course examines topics within the field of athletics from an educational leadership perspective. The course intends to increase the student's awareness of the current trends and topics in the field such as safety, transgender issues/athletes, hazing and bullying, unified sports, social media, booster clubs, sportsmanship, evaluation of coaches, dealing with parents/spectators, the value of an athletic trainer, dealing with officials, academic eligibility, home schooled students, and codes of conduct/eligibility.
Credits 3

BUS 442 : Event Planning
Students will utilize their management, marketing and technology skills to learn how to create an event plan for implementation. Students will learn the necessary steps needed in order to manage various types of events including weddings, fundraisers, marketing events, sporting events, corporate functions, parties, and other special events. The course content will teach students how to plan and market an event from start to finish. They will learn how to put together an event plan, budget, design, and a detailed event timeline. Students will explore several kinds of event planning careers that are available to them.

Credits 3
Prerequisites
BUS 204 & BUS 205

Chemistry

CHM/PHY Course : CHM or PHY Elective Course
BS in Biology core: complete one CHM or PHY elective course (4 credits).
Credits 4

CHM 100D : Developmental Chemistry
An introduction to basic principles of inorganic chemistry. Emphasis will be placed on conceptual aspects of chemistry as well as routine mathematical approaches to quantitative problem solving. Prerequisite: High School algebra. High School chemistry is helpful, but not required. This course has no laboratory. This course counts for elective credit in chemistry only: it cannot be counted toward requirements in chemistry for any undergraduate major at Russell Sage College. Students who successfully complete this course should register as soon as possible for CHM-103/103L or CHM-111/111L as appropriate for their intended major.
Credits 3

CHM 103 : Introduction to General Chemistry
Intended for students majoring in nursing, nutrition, or other health sciences, this course focuses on chemical calculations, states of matter, atomic and molecular structure. It does this from the perspective of applying real world/pragmatic solutions to existing problems such as drug side effects, environmental pollution, day-to-day chemicals, and climate change among others. This course also introduces other topics including electrochemistry, toxicology, nuclear chemistry, environmental issues and descriptive inorganic chemistry. High school level algebra is required. High school chemistry is recommended. No credit awarded if student has received credit for CHM 111. Students also enroll in lab section.
Credits 4
Corequisites
CHM 103L

CHM 104 : Introduction to Organic & Biochemistry
An introduction to the major classes of organic compounds, followed by an introduction to bio-chemistry including proteins, carbohydrates, lipids, vitamins, metabolism, nucleic acids, and other topics of biochemical significance. No credit awarded if student has received credit in CHM 114 or CHM 201.
Credits 4
Prerequisites
CHM 103 or CHM 111 or completion of one year of high school Chemistry with departmental approval
Corequisites
CHM 104L

CHM 111 : General Chemistry I
The basic principles of chemistry are covered as they relate to stoichiometry, atomic structure, bonding, states of matter, and solutions. Required of science majors. High school level algebra required. High school level chemistry recommended. No credit will be awarded if student has received credit for CHM 103.
Credits 4
Corequisites
CHM 111L , CHM 111R

CHM 111L : General Chemistry I Lab
This laboratory course accompanies the CHM 111 lecture.
Credits 0

CHM 111R : General Chemistry I Recitation
Structured problem practice. Student also registers for lecture and lab, all on the same campus. Co-requisite: CHM 111, CHM 111L
Credits 0

CHM 112 : General Chemistry II
This course is a continuation of General Chemistry I, treating rates of reaction, thermodynamics, oxidation-reduction, coordination compounds, nuclear chemistry, and other selected topics.
Credits 4
Prerequisites
CHM 111 or CHM 103
Corequisites
CHM 112L & CHM 112R

CHM 112L : General Chemistry II Lab
This laboratory course accompanies the CHM 112 lecture.
Credits 0

CHM 112R : General Chemistry II Recitation
Structured problem practice. Student also registers for lecture and lab, all on the same campus. Co-requisite: CHM 112, CHM 112L
Credits 0

CHM 201 : Organic Chemistry I
Organic chemistry I focuses on the fundamental types of organic reaction mechanisms, the different classes of organic molecules, and how the shapes and internal movement of organic molecules affect their physical and chemical properties. Basic concepts of biochemistry are introduced, including basic classes of biomolecules and how many biochemical processes are driven by fundamental organic reaction mechanisms.
Credits 3
Prerequisites
CHM 103 or CHM 111
Corequisites
CHM 201L (1 credit)

CHM 201L : Organic Chemistry I Lab
CHM 201L focuses on experimental techniques and fundamental reaction mechanisms in organic chemistry.
Credits 1
Corequisites
CHM 201 Lecture (3 credits)

CHM 202 : Organic Chemistry II
A continuation of the study of organic compounds with the laboratory emphasis on synthesis and structure determination using instrumental techniques.
Credits 3
Prerequisites
CHM 201
Corequisites
CHM 202L

CHM 202L : CHM 202 Organic Chemistry II Lab
Students in CHM 202L will apply concepts presented in CHM 202 lecture to the discussion of laboratory results.
Credits 1
Corequisites
CHM 202 Lecture (3 credits)

CHM 205 : Chemical Analysis
An introduction to the fundamental principles and procedures of quantitative analytical chemistry. Laboratory includes titrimetic and instrumental methods.
Credits 3
Prerequisites
CHM-112
Advising Note
Students also enroll in CHM-205L.

CHM 215 : Science of Art Conservation & Preservation
This course will focus on the multidisciplinary aspects of art conservation and preservation. We will examine how works of art can be altered by exposure to environmental conditions and organisms. We will examine how conservationists research an artwork to develop a strategy to restore the work to as close to its original state as possible. This course will fulfill the Natural Sciences-General Education requirement. Note: prior knowledge of art and chemistry would be beneficial. (Also SCI 215).
Credits 3

CHM 220 : Biochemistry I
The metabolism of proteins, carbohydrates, lipids, and nucleic acids will be discussed. The interrelationship of these pathways and control mechanisms will be emphasized.
Credits 3
Prerequisites
CHM 104 or CHM 201

CHM 235 : Green Chemistry & Environmental Toxicology
This course introduces the concept of Green Chemistry, which involves the design of chemical products using safer materials and processes. A critical part of this concept is Environmental Toxicology, which determines the toxicity and impact of substances released into the environment.
Credits 3

CHM 302 : Instrumental Analysis
The theory and application of modern instrumental methods of analysis are discussed. Laboratory work includes optical, chromatographic, and ion exchange techniques. Physics is highly recommended.
Credits 4
Prerequisites
CHM-205, CHM-202, PHY-102, PHY-108
Advising Note
Students also enroll in CHM 302L.

CHM 303 : Biochemistry II
This is an upper-level course that provides students with a complete overview of biochemistry. CHM 304, Advanced Topics in Biochemistry & Biotechnology, is a sequel to this course and goes into biochemistry and biotechnology in more depth. The topics covered in CHM 303 include nucleic acid structure and function, protein structure, enzyme kinetics and inhibition, carbohydrate structure and metabolism, lipid structure and metabolism, protein metabolism, and biochemical signaling.
Credits 3
Prerequisites
CHM 201

CHM 304 : Advanced Topics in Biochemistry & Biotechnology
This course is a sequel to CHM 303 and goes into biochemistry and biotechnology in more depth and with more of an emphasis on laboratory techniques. The topics covered in CHM 304 include DNA sequencing and cloning; protein sequencing; various methods for separating and purifying proteins; membrane transport; proteomics; DNA replication, repair & recombination; transcription & RNA processing; protein synthesis; regulation of gene expression; and photosynthesis. This course also includes an introduction to the discipline of chemical biology. Prerequisite(s): CHM-303. Students also enroll in lab section for 1.5 credits.
Credits 3
Prerequisites
CHM-303

CHM 304L : Biochemistry & Biotechnology Laboratory
This laboratory course is an introduction to modern experimental methods for studying the chemical and physical properties of biological molecules. Students will learn the techniques and experimental procedures that are used today in conducting biochemical research and in the biotechnology industry. Experiments that students will perform in the lab include: protein quantification, gel-filtration chromatography, polyacrylamide gel electrophoresis (PAGE) of proteins, peptide mapping, restriction nuclease mapping, DNA electrophoresis, enzyme kinetic studies, enzyme activity assays, molecular cloning, Western Blotting analysis, enzyme-linked immunoabsorbent assay (ELISA), and polymerase chain reaction (PCR) experiments.
Credits 1.5
Prerequisite Courses
CHM 303

CHM 305 : Physical Chemistry I
The study of the laws and principles of thermodynamics is undertaken with applications directed toward chemical systems.
Credits 3
Prerequisites
CHM-112, MAT-201, PHY-108
Corequisites
CHM 305L

CHM 305L : Physical Chemistry I Lab
Credits 1.5
Co-Requisite Courses
CHM 305

CHM 306 : Physical Chemistry II
This is a study of chemical kinetics and an introduction to quantum mechanics.
Credits 3
Prerequisites
CHM-305, MAT-202

CHM 308 : Internship in Forensic Science
This course may be taken up to two times for a maximum of six total credits.
Credits 3

CHM 325 : Bioinorganic Chemistry
This course will examine the role of essential inorganic metals in biological processes. This branch of chemistry explains the physiological and biochemical processes of the metals and trace elements. The course is open to chemistry, biology, and bio-chemistry students, this course will be designed to help students learn how relevant basic concepts in one/more of these three physical science courses can be used in a real world scenario. Efforts will be made - as much as possible - to ensure that at least two of the physical science courses are covered at a given instance. The focus will be to enhance students' problem solving and critical thinking skills while exploring the human body, nature and the general environment around us. Students will gain a better understanding of basic principles, and how they can be used to solve real world problems.
Credits 3
Prerequisite Courses
CHM 112

CHM 340 : Forensic Applications of the Sciences
Students in this course are given hands-on instruction with modern forensics techniques building on their prior coursework in biology, chemistry and physics. Topics include techniques used for the identification and analysis of body fluids, hair, fibers, latent fingerprints, DNA, firearms, documents, and photographs. The course includes instruction in the proper handling of crime-scene evidence (preservation, sequence of analysis, chain of custody), a seminar component in which students do research on assigned topics and prepare a term paper and a presentation, and practice with court-room testimony. Laboratory experiments emphasize DNA analysis, chemical techniques, microscopy, and photography. (Formerly called Introduction to Forensic Science)
Credits 4
Prerequisites
BIO-102, CHM-202, CHM-205, CRJ-105 or CRM-111
Corequisites
CHM-340L

CHM 403 : Organic Chemistry III
A study of factors influencing the physical and chemical properties of organic compounds emphasizes molecular orbital theory, methods of determining reaction mechanisms, and the study of reactive intermediates.
Credits 3
Prerequisites
CHM-202

CHM 404 : Inorganic Chemistry
This course covers energetics of inorganic reactions, chemical bonding, acid-base theories, and coordination chemistry.
Credits 4
Corequisites
CHM-306

CHM 405 : Advanced Laboratory Methods - Inorganic Chemistry
This course employs a variety of advanced methods in the synthesis and characterization of inorganic systems and the investigation of inorganic reactions. These methods include spectroscopic and electrochemical measurements as well as manipulations under vacuum and with controlled atmospheres.
Credits 1
Prerequisites
CHM-202
Corequisites
CHM-404

CHM 406 : Advanced Laboratory Methods - Organic Chemistry
This course will employ a variety of advanced methods in the synthesis and characterization of organic systems and investigation of organic reactions. These methods will include thermal and photochemical reaction techniques, spectroscopic and chromatographic measurements, and manipulations under vacuum and with controlled atmospheres.
Credits 1
Prerequisites
CHM-202

CHM 407 : Research Project
This unifying experience in chemistry includes a literature search, laboratory project, written report, and oral seminar presentation of results.
Credits 3
Prerequisites
Completion of 87 credits

CHM 408 : Research Project
This unifying experience in chemistry includes a literature search, laboratory project, written report, and oral presentation of results.
Credits 3
Prerequisites
Completion of 87 credits

Chinese

CHN 101 : Introduction to Mandarin Chinese
An introduction to speaking, writing and reading Chinese. The emphasis is on speaking and understanding spoken Chinese. It will focus on idiomatic expressions used in daily speech, pronunciation, and vocabulary building. Reading and writing may be done as reinforcement to oral communication skills. The study of culture is embedded throughout the course, and the study of culture is additionally enhanced through the use of weblogs that focus students' attention on many important topical, historical, and useful themes.
Credits 3

CHN 102 : Continuing Introduction to Mandarin Chinese
CHN 102 is designed for students with basic understanding of the Chinese language, master of basic communicative phrases, the Pinyin (Chinese alphabetic letters), simple Chinese characters, rudimentary grammar, and, carry on simple conversation on familiar topics, and get familiar with Chinese culture. The study of culture is embedded throughout the course, and it is additionally enhanced through the use of weblogs that focus students' attention on many important topical, historical, and useful themes.
Credits 3
Prerequisites
CHN-101

Communications

COM 104 : Public Speaking and Presentations
A study in the fundamental principles of public speaking with emphasis upon organization and presentation. The course includes practice in preparing outlines and presenting extemporaneously a series of expository and persuasive speeches.
Credits 3

COM 110 : Media and Society
A survey of mass media and its uses, the course concentrates on issues regarding the relationship of the mass media to the main currents in the intellectual, cultural, legal, and psychological streams of contemporary society.
Credits 3

COM 215 : Publishing for Print & Web
Credits 3

COM 248 : Special Topics
The department occasionally offers special courses in communications dealing with areas and topics not otherwise included in the curriculum.
Credits 3

COM 251 : Interpersonal Communications
The focus is on human interaction, not on platform speaking. Communication is multi-level and it goes on (a) within us as interpersonal communication and (b) with others as interpersonal communication. The goal is to learn more effective communication techniques to avoid misunderstandings and conflicts.
Credits 3

COM 348 : Special Topics
This course offers in-depth study of subjects either beyond the range of core courses or subjects suggested by evolving professional practice and not otherwise addressed in the curriculum.
Credits 3

Criminal Justice

CLB 135 : Proseminar in Criminal Justice, Law, and Behavioral Sciences

This course helps students prepare for careers in criminal Justice, law, and behavioral science as a profession, the choice of and preparation for specific careers, the integration of the academic content of the CJLBS major with a variety of professional practices, and issues in professional development. Diversity issues, including gender and ethnicity, will be addressed. Equivalent to/Cross-listed with CRM 135 Proseminar in Forensic Psychology.

Credits 1

CLB 260 : Social Science Analysis & Writing

This interdisciplinary course teaches students how to use social and behavioral science databases to find primary and secondary peer-reviewed sources, accurately comprehend and critically evaluate these sources, and effectively synthesize this content to address academic and non-academic communities through writing. The course will explore the value of careful diction, syntax, voice, and the process of revision as students engage in the social forums of the legal and social world. In this course, students will also learn to apply the American Psychological Association's citation style. No credit awarded if student has already received credit for ENG 280 and/or SOC 260.

Credits 3

CLB 301 : Applications of Legal & Social Research

This course is designed to provide an interdisciplinary understanding of legal and social science research and its application. Students will learn to use the law databases to identify legal resources and to critically evaluate these resources with related social and behavioral science literature in mind. Special emphasis is placed on research and writing assignments requiring the use of legal and social science research, and identifying and understanding the applications of this research for policy and practice in the fields of law, criminal justice, psychology, and sociology. No credit awarded if student has already received credit for LAW 202 and/or LAW 302.

Credits 3

CLB 305 : Ethics in Criminal Justice, Law, and Behavior Science

This course is designed to expose majors in Criminal Justice to some of the critical ethical issues they will inevitably face should they become employed in this field. The goal is to raise student awareness of various issues rather than present answers.

Credits 3

Prerequisites

CRM 111

CLB 350 : Research Methods in Criminal Justice and Behavior Science

This course covers the scientific method and research design, including an introduction to quantitative and qualitative data collection and analysis. Emphasis on the role of ethics in research and current research in the field. The student will develop an original research proposal. Students cannot receive credit for SOC 350 or SOC 357.

Credits 3

Prerequisites

PSY 233 and junior or senior status

CLB 415 : Capstone Seminar

The capstone seminar is the culminating course of the Criminal Justice, Law, and Behavior Science program. Students who have pursued the various pathways within the major will come back together in the capstone to share their knowledge and experiences in the context of a theme, to be determined based upon the composition of the class (in terms of pathways pursued) and current events. Within that theme, students will focus on the relationship between law and human behavior and the role of law in society. Consistent with the overriding academic objective of the major, students will refine their understanding of the interaction of law and legal institutions with social, economic, and political systems. No credit awarded if student has already received credit for LAS 415.

Credits 3

Prerequisites

CLB 260, LAW 101, and PSY 339

CLB 427 : Internship
A student in the Criminal Justice, Law and Behavioral Science major will participate in a professionally supervised work experience (a minimum of 120 hours for 3 credits). The internship will be relevant to the student's specialization and career interests in the Criminal Justice, Law and Behavioral Science program. The site location will be decided upon by the faculty supervisor, the student, and the site supervisor. Internship course assignments will integrate the disciplines of criminal justice, law, and behavioral sciences.
Credits 3

CRM 111 : Criminal Justice Functions & Processes
The introductory course in the criminal justice sequence. Students are introduced to the administration and objectives of law enforcement, the courts, corrections, probation, and parole. Students who have completed CRJ 105, CRM 105, or SOC 111, cannot earn credits for CRM 111.
Credits 3

CRM 120 : Deviant Behavior
An examination of deviant behavior from various perspectives in sociology. The course focuses upon the social functions of deviant behavior, the processes of social typing and labeling, who becomes deviant, and the connections between deviance and the major forms of social control found in society.
Credits 3

CRM 130 : Introduction to Forensic Psychology
This course surveys how psychology provides answers within the criminal justice system. Specifically, this course will focus on the clinical, assessment, and treatment specialties.
Credits 3

CRM 135 : Proseminar in Forensic Psychology
This course helps students prepare for careers in forensic psychology as a profession, the choice of and preparation for specific careers, the integration of the academic content of the psychology major with a variety of professional practices, and issues in professional development. Diversity issues, including gender and ethnicity, will be addressed.
Credits 1

CRM 211 : Criminology
An in-depth examination of sociological, biological, and psychological theories of adult and juvenile criminal behavior. Also discussed is the incidence of crimes. Equivalent to CRM 311.
Credits 3

CRM 212 : Juvenile Delinquency
This examination of juvenile delinquency in the United States includes the nature of delinquency, factors associated with delinquency, and the major theoretical perspectives. Characteristic of the juvenile justice system are also explored.
Credits 3

CRM 219 : Law and Legal Process
In this course students will learn about the U.S. legal system, including the civil, criminal, and juvenile systems. Legal professions will also be discussed. What law is and how laws are created are studied. Students conduct court observations. Students who take CRM 219 (POL 219/SOC 219) may not take LAW 101 for credit (equivalent courses).
Credits 3

CRM 222 : Women and Crime
This course will provide a broad overview of female offending, covering offender characteristics, crimes, and histories leading to criminal behavior. Theories of victimization and female offending, and feminist criminology will be introduced. The physical, psychological, legal, and social implications of women's criminal justice system involvement and incarceration will be explored. This class will consist of lectures, in-class discussion/activities, and guest speakers and videos, when appropriate.
Credits 3

CRM 226 : Penology
An examination of philosophies of punishment in their historical setting, reformation of criminal laws and the origin of prison systems, probation, institutional care, parole, and the nature of correctional institutions.
Credits 3

CRM 227 : Policing
This course examines law enforcement as a social institution in the United States. Particular attention is paid to the history and evolution of the police function; racial, ethnic, and gender dominance in policing; organization and management of police services; police community relations; and other contemporary law enforcement issues.
Credits 3

CRM 248 : Special Topics in Criminal Justice
Credits 3

CRM 250 : Serial Killers and Other Offenders
For a variety of reasons, people perform unspeakable acts. We will examine those acts and those reasons. Like many topics in criminal justice, this one is complicated. There are many myths surrounding these topics and opinions on law enforcement's efforts to stop the serial offender. We will look at the types of serial criminal behavior. We will look at the motivation, historical placement and methods of serial offenders. Although serial killers get the most attention, you will find them in the minority of criminals who commit their offenses multiple times. Although you may not be sympathetic to these characters, you will learn to understand them and their crimes.
Credits 3

CRM 266 : Criminal Law
An in-depth look at criminal procedure law focusing on constitutional issues arising from the Fourth, Fifth, and Sixth Amendments. Particular topics include arrest and arraignment, grand jury proceedings, the right to counsel, search and seizure, and trial strategies.
Credits 3

CRM 301 : Drugs and Crime
This class examines the impact of various types of legal and illegal psychoactive drugs on society. This course includes: history, policy, and criminal activity related to drugs. Special attention is given to drug public health crises and the legacy of the War on Drugs.
Credits 3

CRM 305 : Cops and Robbers
What do Al Capone, Serpico, J. Edgar Hoover, Bonnie and Clyde and Sammy the Bull have in common? In this course, tales of legendary cops and 'robbers' will be used to examine compelling questions of our time.
Credits 3

CRM 310 : Victims and Their Experiences
This course examines the nature, extent and consequences of criminal victimization. Specific attention is paid to victims of domestic violence, victims of rape and sexual assault, child victims of abuse and neglect, and elderly victims.
Credits 3
Prerequisites
SOC-101 or CRM-111

CRM 311 : Criminology
An in-depth examination of sociological, biological, and psychological theories of adult and juvenile criminal behavior. Also discussed is the incidence of crimes.
Credits 3
Prerequisites
CRM 111 or SOC 101

CRM 315 : The Nature of Crime
This is an advanced course on crime, theory of crime, and criminal behavior. Students will empirically explore the measurement of crime, crime distribution, and crime theory. Reading of primary research required. (Equivalent to SOC 312).
Credits 3
Prerequisites
CRM 111 or SOC 101

CRM 319 : Women and the Law
The relationship of women to the law is explored from many vantage points, including: how law has been used to limit/expand women's place in society; the differential enforcement of law by sex; and women's role in the legal system. (Also listed under: POL 319, SOC 319, WST 319)
Credits 3

CRM 325 : Restorative Justice
This course is an introduction to the restorative justice paradigm, which emphasizes the restoration and healing of relationships affected by crime, offender accountability for the harm cause, and the empowerment of victims and communities in responding to crime and justice. The course will compare and contrast a restorative justice model with the dominant retributive/punitive model of justice and explore the roles, experiences, and needs of key stakeholders in both models. Established and emerging practices and programs of restorative justice will be examined.
Credits 3

CRM 329 : Domestic Violence
This course uses a multidisciplinary approach to examine the complexities of power, conflict, and violence in families. A main goal of the course is to improve students' analytic ability in consuming scholarly and popular knowledge about power and violence within the context of family relationships, including intimate partner and parent-child relationships. To achieve this goal, students critically evaluate how violence and abuse in families has been conceptualized over time and how researchers, service providers, policy makers, the criminal justice system, and the general public have responded to this social problem. Cross-listed with PSY 340 and WST 329.
Credits 3

CRM 334 : Prison Reentry
This course is designed to give the student an in-depth understanding of the complex phenomenon of prison inmates returning to the community. Students will examine the elements present in the prison and in the community that both help and hinder successful reintegration. State and national reentry plans and programs will be discussed.
Credits 3

CRM 335 : Terrorism
This course examines the concept of terrorism, including a historical perspective, contemporary issues and future trends. Specific areas of study include but are not limited to: origins of modern terrorism; motivation of terrorists – religious, ethnic and nationalistic; international and domestic terrorism; left-wing and right wing terrorism; and the cost-benefits of counter-terrorism.
Credits 3

CRM 340 : Violent Crime
This course explores the social construction of violent crime - what it is, what is known about it, and how society responds to it. We will study the offenders and the victims of violent crime - who they are, what happens when violent crime occurs between them, and how they respond to it. Specific types of violence are integrated into this discussion and may include such topics as gun violence, school violence, sexual violence, and hate violence.
Credits 3

CRM 342 : Specialized Courts
During the late 1980s and early 1990s, there was a steady influx of people entering state prisons for drug sales and possession. Contemporary thinking suggested that many of these new inmates were in fact drug addicts, dealing in narcotics and other substances as an element of their untreated substance abuse problem. The idea of a drug court setting that sent people to treatment instead of prison captured the American imagination. Shortly after, a number of other types of courts -- aimed at the problem that resulted in the criminal behavior-- took shape. This is an in-depth examination of those courts, their supporters and critics.
Credits 3

CRM 345 : Cybercrime
This course explores cybercrime - cybercrime definitions and measurement, offenders and victims of cybercrime, and how the criminal justice system responds to cybercrime. Specific types of cybercrime are integrated into this discussion and may include such topics as identity theft, digital child pornography and cyberstalking.
Credits 3

CRM 348 : Special Topics
Contemporary issues in criminal justice are examined. Students may enroll in this course more than once as topics change.
Credits 3

CRM 353 : Evidence
Examination of the means by which alleged matters are established or disproved; foundation for courtroom testimony with emphasis on legalization of proof, exclusionary rules, witness examination, res gestae, dying declarations, confessions, and presumptions.
Credits 3

CRM 356 : Family Court Law
Topics studied include laws of child abuse and neglect, juvenile delinquency, juvenile detention, family conflicts including protection, support, child custody, and related proceedings.
Credits 3

CRM 402 : CIRC Practicum
The students will be assisting the Criminal Investigation Resource Center (CIRC) director and associate director with projects that they have undertaken to support the Criminal Investigation Resource Center. The Criminal Investigation Resource Center is comprised of experts and student interns who assist law enforcement agencies with the investigation of unresolved cases. The CIRC utilizes crime scene reconstruction, crime scene assessments, inductive/deductive methods, and reasoning to draw conclusions and find resolutions for these cases. The student will assist with the analysis of unresolved cases by reviewing and organizing case information and helping to draw conclusions based on the methods provided. Further, the student is bound by confidentiality and will not discuss case details with outside parties or reveal any information regarding the cases they will be working on. Min contribution of four hours per week. CIRC director permission required. May be taken for 0-12 credits.
Credits 3

CRM 430 : Clinical Applications in Forensic Psychology
Forensic psychologists often provide treatment, design and direct programs, and provide clinical evaluations for people who are involved with the legal system. This course will explore the many ways clinical forensic psychologists apply their knowledge in the legal system. Methods of treatment, program design, and evaluation and assessment will be determined by the instructor.
Credits 3
Prerequisites
CRM 130 & PSY 308

CRM 448 : Special Topics
Contemporary Issues in criminal justice are examined. Students may enroll in this course more than once as topics change.
Credits 3

Dance

DAN 111 : Introduction to Modern
This course provides students with the opportunity to take one or two semesters of basic modern dance technique. Each semester will include a novel approach to basic technique, viewing of major choreographers' works, a review of live performance, and discussions of various styles of movement. Course may be repeated for credit.
Credits 3

DAN 200 : Independent Study
to be arranged with faculty

DAN 210 : History of Ballet
This course traces the development of ballet from its origins in the 16th century preclassic dance forms to the present. Primary focus will be given to changes in the structure and context of ballet as revealed through a study of major works. The course will also cover the contributions of performers who have been responsible for the evolution of ballet. Students will be asked to consider how the development of the art form relates to the aesthetic values in a sociocultural context.
Credits 3

DAN 212 : History of 20th and 21st Century Dance
History of 20th and 21st century dance is studied in its relation to the past, as well as to other 20th century art forms. Attention is paid to the philosophies of movement of 20th century artists and their artistic, social, cultural and political implications.
Credits 3

DAN 213 : Dance Medicine
Dance movements are analyzed and understood through application of anatomical principles. Special consideration is given to body alignment, range of motion, and identification and remediation of poor movement habits. Attention will be given to long term injury and resulting depression. Systems of movement analysis will also be discussed as well as applied: Laban, Bartenieff Feldenrais, Pilates, and Yoga.
Credits 3

DAN 226 : Creative Movement for Children
In this introduction to creative movement for K-6 grade children, movement is explored as creative expression, a learning aid and a means for the development of socialization skills. Skill in lesson planning is developed.
Credits 3

DAN 231 : Introduction to Ballet
This is a beginning ballet sequence that allows students one or two semesters of ballet techniques. The main focus of both courses is the discipline and experience of mind/body integration as used in the technique and style of classical ballet. Ballet's history will be studied as it relates to the style, technique, and development of ballet. Course may be repeated for credit.
Credits 3

DAN 235 : Tap Dance Techniques
Fundamentals of tap dance including basic rhythmic structure and incorporation of dance fundamentals such as alignment and style, in conjunction with tap technique.
Credits 3

DAN 241 : Introduction to Jazz
This beginning two-part jazz sequence allows students to experience the mind/body coordination that is integral to jazz technique and how it is utilized differently in various jazz dance styles. Jazz dance history will be explored. Course may be repeated for credit.
Credits 3

DAN 248 : Special Topics
The department occasionally offers special topics courses dealing with areas and topics not otherwise included in the curriculum.
Credits 3

DAN 250 : Studio Modern
The course is designed for students with dance experience. This course consists of studio work in Modern Dance technique, principles and style at an Intermediate Level. The student is expected to master intermediate level elements of alignment, placement, rhythm and execution of movements that are unique to the modern dance idiom. This course may be taken twice for credit.
Credits 3

DAN 270 : Studio Modern and Ballet
The course consists of intermediate level dance study that comprises two segments. The 1st half of the course consists of studio work in Classical Ballet technique, vocabulary, principles and style. The student is expected to understand ballet vocabulary and to work towards further mastery of the rules of alignment, classical line and execution of movements unique to classical ballet at an intermediate level. The 2nd half of the course consists of studio work in Modern Dance technique, principles and style. The student is expected to master intermediate level elements of alignment, placement, rhythm and execution of movement patterns that are unique to the modern dance idiom. If offered in the fall of the school, students enrolled in this course may participate in a student/faculty performance. The purchase of appropriate dance clothing (leotard, tights, and ballet slippers) is the responsibility of the student.
Credits 3

DAN 300 : Independent Study
To be arranged with faculty.

DAN 316 : Composition
This course examines the abstract elements of dance, time, space, and energy so that they can come together to form movement that has artistic purpose. Students will learn through movement various ways to shape the abstract elements of dance.
Credits 3

DAN 320 : Improvisation
An experimental exploration of authenticity and spontaneity in movement through improvisational techniques. An introduction to analysis of individual movement styles with an emphasis on how to broaden the range of artistic expression.
Credits 3

DAN 345 : Studio Jazz
The course is designed for students with dance experience. The course consists of studio work in JAZZ Dance technique, principles and style at an Intermediate Level. The student is expected to master intermediate level elements of alignment, placement, rhythm and execution of movements that are unique to the jazz dance idiom. Class will consist of floor and center work, barre work and across the floor movement. This course may be taken twice for credit.
Credits 3

DAN 347 : Studio Ballet
The course is designed for students with dance experience. The course consists of studio work in intermediate ballet technique, vocabulary, principles and style. Class will consist of barre, center work and across the floor movement. This course may be taken twice for credit.
Credits 3

DAN 349 : Studio Tap
The course is designed for students with dance experience. The course focuses primarily on intermediate Tap Dance technique. Some Modern Jazz technique will be included in the warm-up. The class will consist of warm-up, isolations, strengthening and stretching exercises, as well as beginning tap combinations. Work will be done in the center, at the barre, and across the floor. This course may be taken twice for credit.
Credits 3

DAN 350 : Studio Jazz and Tap
STUDIO JAZZ AND TAP DANCE
The course consists a semester of intermediate level dance study that comprises two segments. The 1st half of the course consists of studio work in intermediate level Jazz Dance technique, vocabulary, principles and style. Some ballet technique will be included as part of a classical jazz dance foundation. The class will consist of warm-up, isolations, strengthening and stretching exercises, as well as jazz combinations. The 2nd half of the course consists of studio work in intermediate level Tap Dance technique. The student is expected to master intermediate level elements of alignment, placement, rhythm and execution of movements that are unique to the tap dance idiom. Some Modern Jazz Technique will be included in the warm-up. The class will consist of warm- up, isolations, strengthening and stretching exercises as well as intermediate tap combinations. If offered in the fall of the school, students enrolled in this course may participate in a student/ faculty performance.
Credits 3

DAN 400 : Independent Study
To be arranged with faculty.

DAN 404 : Performance Repertory
The course is designed for students with dance experience. This advanced-level course approximates the experience of the professional dancer, including technique, rehearsals, and performances. This course may be taken twice for credit.
Credits 3

DAN 405 : Senior Project
Students design and execute individual projects under the supervision of a department advisor. Required for CAT majors with a concentration in Dance.
Credits 3

DAN 410 : Honors Project
Senior CAT majors who satisfy college and divisional standards may be invited to undertake a Honors Project in place of a Senior Project. The expectation is that these individuals' faculty-supervised projects are both qualitatively and quantitatively superior to a regular Senior Project.
Credits 3

DAN 425 : Choreography
The course is designed for students with dance experience. This course explores the use of intermediate level compositional study and improvisation exploration as tools for the development of the art of dance-making for ensemble groups. This course may be taken twice for credit.
Credits 3

Economics

ECO 125 : Economics of Social Problems
An introductory economics course (cross-listed with History and Sociology) that prepares students with the concepts, tools, and methods of analysis that economists employ to address historical and contemporary social issues and problems facing the U.S. Topics included are: economics of crime, poverty, discrimination, income inequality, pollution problems, inflation and unemployment, deficit and the national debt, Social Security, and globalization.
Credits 3

ECO 201 : Principles of Macroeconomics
This survey of macro-economy includes analysis of inflation, unemployment, and economic growth. This course emphasizes the theoretical foundations for the formation of fiscal, monetary, and international stabilization policy.
Credits 3

ECO 202 : Principles of Microeconomics
This is a survey of economics of price determination (supply and demand), theory of firm and competitive market structures, consumer and business decision-making, and government regulation of economic activity of government.
Credits 3

ECO 215 : Statistics for Decision Making
The course builds a foundation of descriptive and inferential statistics and develops applications to managerial and economic decision-making. Topics include: descriptive statistics, probabilities, estimation, test of hypothesis with both parametric and non-parametric statistics, and regression analysis. Microcomputer statistical packages support the course content. Students who take this course cannot receive credit for MAT 220 or PSY 207.
Credits 3

ECO 303 : Investments
The study of economics of wealth management in a risky environment. Topics include operations of the US securities markets (stocks, bonds, options, futures, and mutual funds); international investment markets; sources of information for individual investors; techniques for assessing risk; and strategies for balancing risk.
Credits 3
Prerequisites
ECO 201 or ECO 202

ECO 304 : Financial Markets and Institutions
Investigation of the financial system of the United States. Topics covered include major financial institutions and instruments, the determinants of interest rates, analysis of commercial banking system, and structure of the Federal Reserve. An introduction to monetary theory and effectiveness of monetary policy on price levels and national income. Students will become familiar with day-to-day events that influence operation of financial systems in the United States.
Credits 3
Prerequisites
ECO-201

ECO 310 : Comparative Political Economy
This course engages students in the study of the political and economic history, culture, institutions, and policies of various national political economies. The course uses the comparative method, the cross-cultural approach, and the concept of political culture to probe the subject matter in both western and nonwestern countries. An important theme of the course is democratization from ancient times to the present. Countries studied include the United States, the United Kingdom, France, Russia, China, India, and Nigeria. Prerequisite: ENG 101, WLD 101 OR HUM 112
Credits 3
Prerequisites
ENG 101, WLD 101 OR HUM 112
Advising Note
Also POL-310

ECO 313 : Economic Development
A survey of economic development theories and obstacles to economic development. Includes an analysis of selected issues and problems in the development process, international debt, population growth, unemployment, urbanization, foreign direct investment, and financial liberalization.
Credits 3

ECO 318 : Economies in Transition
A study of economic aspects of transition from centrally planned economy to a capitalist mixed economy. Topics include: problems of transition; different approaches to economic transition; sequence of reform; consequences of the economic transformation for the global economy. Relevant experience and sequence of transition of several countries will be examined. (Cross-listed with HST 218)

ECO 348 : Topics in Global Economies
Topics include: economic integration, industrial vs. third world economic relations, free trade, the relationship between monetary and fiscal policy, and the world economy.
Credits 3

Education

Conceptual Framework

The mission of the School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, who

value diversity, who are reflective, and who are knowledgeable about best practices. Therefore, we ask Sage educators, counselors, and leaders to consider two essential questions throughout their studies and field experiences: Who am I in the lives of those with whom I work? Who am I in the life of my educational community? We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.

Conceptual Framework: An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

AAQEP Accreditation

- Association for the Advancement of Quality Educator Preparation, 173 Milkweed Dr., Lake Frederick, VA 22630. 301-276-5106.

EDU 201 : Education and Society

This is a survey course for those having an interest in education as a field of study. Its primary aim is to familiarize students with the function of educational institutions in current society. The major social forces and values, psychological theories, knowledge structures, and technologies influencing curricular and instructional choices will be examined. Candidates enrolled in EDU-201 must complete 25 hours of fieldwork.
Credits 3

EDU 206 : Educational Psychology

This course includes a survey of the facts and principles of educational psychology and the results of psychological research as they relate to the major activities and problems of the teacher. Also considered are the general nature of growth and the principles of learning, the nature of reasoning, the realm of values, and the relation of mental health to education. Students enrolled in EDU-206 must complete 25 hours of fieldwork.
Credits 3
Prerequisites
EDU-201 or PSY-101

EDU 252 : Learning, Language and Literacy

Candidates will engage in activities that align with Sage's Conceptual Framework, and which will specifically lead them to: Extend their knowledge of teaching reading and writing utilizing the NYSED Next Generation Learning Standards; Explore language and literacy practices and strategies that promote pre-reading/writing B-2 and reading and writing in grades 3-9; Differentiate lessons to meet the needs of all learners; Utilize assessment data to inform practice and create a pathway for next steps; Engage in reflective practices; Demonstrate a positive, respectful view of learners, their families, communities, and colleagues; listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment/community of learners. 15 hours of fieldwork required.
Credits 3
Corequisites
EDU 201

EDU 306 : Inclusive Teaching Strategies
This course focuses on planning for multi- level, structured learning experiences for students with diverse characteristics and learning abilities. This course will include: gaining knowledge of learning styles, understanding challenges that impact learning, differentiation, working with parents and other educational personnel, using learning theories and models of teaching to maximized student learning, and fostering the development of critical thinking skills in all students. *This course requires 25 hours of fieldwork in a special education and/or ELL setting. (Equivalent to SEE 306)
Credits 4
Prerequisites
EDU 201 & EDU 206

EDU 314 : Social Studies Methods
Using the New York State Learning Standards as a guide, the function and organization of social studies in the elementary school will be addressed. Candidates will be guided in selection of content, use of materials and application of specific teaching methods and unit development. (Equivalent to SEE 314)
Credits 2
Prerequisites
EDU 201, EDU 206, EDU 252

EDU 323 : Teaching Math, Science & Technology
This course examines contemporary methods of teaching math, science, and technology that meet the New York State Teaching Standards P-9. There will be an emphasis on providing clinically rich experiences for candidates in the teacher education programs which shall include research-based pedagogical practices and new approaches to teaching math, science, and technology. Embedded in this course are 30 hours of fieldwork. (Equivalent to SEE 323)
Credits 4
Prerequisites
EDU 201 & EDU 206

EDU 325 : Teaching & Learning in Middle School
This course explores the nature of teaching and learning in the middle school. Curriculum and pedagogical decisions are based on the needs of the young adolescent in contemporary society. Interdisciplinary instruction and responsive teaching that actively engage middle school learners in the school community are covered.
Credits 3
Prerequisites
EDU 201 & EDU 206

EDU 337 : Classroom Management
This course is designed to provide candidates with a variety of techniques for organizing instruction and managing individual learners and groups. Other topics include classroom organization, administration, evaluation and scheduling. (Equivalent to SEE 337)
Credits 3
Corequisites
EDU 307

EDU 348 : Topics in Education
The department occasionally offers special topics courses covering areas and topics not otherwise included in the curriculum.
Credits 3

EDU 352 : Advanced Learning, Language & Literacy
Candidates will deepen their understanding of best practices in literacy instruction by: utilizing the Next Generation Learning Standards in ELA to develop appropriate and engaging lessons; differentiating lessons to meet the needs of all learners specifically students with disabilities and English language learners; implementing literacy instruction in P-9 classrooms; administering and evaluating a variety of formal and informal literacy assessments; utilizing assessment data and progress monitoring data to develop targeted intervention; reflecting upon lessons, student learning, student needs, and data Candidates will explore the importance of demonstrating and maintaining a positive and respectful relationship with families, community members, and colleagues. They will also learn to listen deeply to the experiences, feedback, and perspectives of others in order to create a safe and healthy learning environment where all students will flourish and grow. (Equivalent to SEE 352)
Credits 4
Prerequisites
EDU 201, EDU 206, and EDU 252

EDU 400 : Independent Study
To be arranged with faculty.

EDU 401 : Student Teaching B-2
Student teaching consists of supervised practice teaching in grades pre-K, K, 1, or 2, with coordinated academic responsibilities. A weekly seminar is required. A $250 fee is required for each placement.
Credits 6
Prerequisites
Cumulative GPA 3.000 or higher and EDU 201, EDU 206, EDU 252, EDU 306, EDU 314, EDU 323, EDU 337, EDU 352, & EDU 412

EDU 402 : Student Teaching 3-6
Student teaching consists of supervised practice teaching in grades 3 to 6 with coordinated academic responsibilities. A weekly seminar is required. A $250 fee is required for each placement.
Credits 6
Prerequisites
Cumulative GPA 3.000 or higher and EDU 201, EDU 206, EDU 252, EDU 306, EDU 314, EDU 323, EDU 337, EDU 352, & EDU 412

EDU 405 : Middle Childhood Student Teaching
Student teaching consists of supervised practice teaching in grades 5 and/or 6 with coordinated academic responsibilities. A weekly seminar is required. A $250 fee is required for each placement.
Credits 6
Prerequisites
EDU 307, EDU 312, EDU 313, EDU 314, EDU 315, EDU 319, and EDU 337

EDU 406 : Middle School Student Teaching
Student teaching consists of supervised practice teaching in grades 7 and or 8 with coordinated academic responsibilities.
Credits 6
Prerequisites
Cumulative GPA of 3.000 or higher and EDU 306, EDU 314, EDU 323, EDU 337 & EDU 352

EDU 412 : Early Childhood B-2 Methods
This course explores instructional processes that foster social, emotional, cognitive, linguistic, physical, and aesthetic growth and development in early childhood learners. Students create and implement learning experiences, conduct assessments reflecting understanding of those processes, and determine next learning steps unique to each learners' readiness. The course requires 30 hours of field experience in an EPK-2 classroom designated by the instructor. Students must provide their own transportation to and from the placement site. (Equivalent to SEE 412)
Credits 4
Prerequisites
EDU 201, EDU 206, EDU 252, EDU 314, EDU 337, & EDU 352

EDU 420 : Foundations of Literacy
This course addresses approaches to literacy which reflect best practice and research about learning. The key focus is for all students to become literate, across cultures and capabilities. Basic reading and developmental linguistic theories, models of reading instruction and teaching methods are studied. Participants prepare and teach lessons covering various aspects of literacy. Candidates enrolled in EDU-420 must concurrently enroll in EDU-420F (fieldwork).
Corequisites
EDU-420F

EDU 420F : Foundations of Literacy Fieldwork
Candidates in EDU-420 are required to complete 25 hours of fieldwork associated with the course. The 25 hours of fieldwork are a component of the NYSED requirement that all candidates seeking certification complete 100 hours of fieldwork before student teaching or internship. These hours must be completed in a classroom serving students in the grades for which the candidate is seeking a certificate and must be completed under the supervision of a certified teacher. Candidates who have previously completed fieldwork meeting this requirement should register for EDU-420F and provide documentation of their experience to the EDU fieldwork coordinator.
Corequisites
EDU-420

EDU 474 : Reading & Writing in the Content Areas
Methods and materials for delivering content area instruction through reading and writing are examined. Candidates will design instruction that develops literacy skills and broadens and enriches student learning of academic subjects. In addition, effective teaching strategies for helping struggling and disabled students in inclusive classrooms are covered in detail.
Credits 3

SEE 306 : Inclusive Teaching Strategies
This course focuses on planning for multi-level, structured learning experiences for students with diverse characteristics and learning abilities. This course will include: gaining knowledge of learning styles, understanding challenges that impact learning, differentiation, working with parents and other educational personnel, using learning theories and models of teaching to maximize student learning and fostering the development of critical thinking skills in all students. *EC/CE candidates enrolled in SEE 306 must complete 25 hours of fieldwork in P-6 special education classrooms. EC/CE/Sped must complete 25 hours in an adolescent-adult placement. (Equivalent to EDU 306)
Credits 4
Prerequisites
EDU 201 & EDU 206

SEE 314 : Social Studies Methods
Using the New York State Learning Standards as a guide, the function and organization of social studies P-12 will be addressed. Candidates will be guided in selection of content, use of materials and application of specific teaching methods, unit development, and integration of ELA standards, and inclusive practices and differentiation to meet the needs of English Language Learners and students with Disabilities. (Equivalent to EDU 314)
Credits 2
Prerequisites
EDU 201, EDU 206, and EDU 252

SEE 323 : Teaching Math, Sci, & Technology
This course examines contemporary methods of teaching math, science, and technology that meet the New York State Teaching Standards P-9. There will be an emphasis on providing clinically rich experiences for candidates in the teacher education programs which shall include research-based pedagogical practices and new approaches to teaching math, science, and technology. Inclusive practices and differentiation to meet the needs of English Language Learners and Students with Disabilities will be explored and included. Embedded in this course are 30 hours of fieldwork. (Equivalent to EDU 323)

Credits 4
Prerequisites
EDU 201 & EDU 206

SEE 337 : Classroom Management

This course is designed to provide candidates with a variety of techniques for organizing instruction and managing individual learners and groups. Other topics include classroom organization, administration, evaluation and scheduling. Attention will be given to school-based models to address behavior including positive behavior supports (PBS) and response to intervention (RTI) programs as well as curricula and interventions to assist children and youth in developing social emotional competence, self-regulation and executive function skills. (Equivalent to EDU 337)

Credits 3

SEE 352 : Advanced Learning Language & Literacy

Candidates will deepen their understanding of best practices in literacy instruction by: utilizing the Next Generation Learning Standards in ELA to develop appropriate and engaging lessons, differentiating lessons to meet the needs of all learners specifically students with disabilities and English Language Learners. implementing literacy instruction in P-9 classrooms, administering and evaluating a variety of formal and informal literacy assessments; utilizing assessment data and progress monitoring data to develop targeted intervention; reflecting upon lessons, student learning, student needs, and data. Candidates will explore the importance of demonstrating and maintaining a positive and respectful relationship with families, community members, and colleagues. They will also learn to listen deeply to the experiences, feedback, and perspectives of others in order to create a safe and healthy learning environment where all students will flourish and grow. This course includes a 30 hour supervised practicum in an urban high needs school district. (Equivalent to EDU 352)

Credits 4

Prerequisites

EDU 201, EDU 206, & EDU 252

SEE 401 : Student Teaching Students With Disabilities Elementary

Student teaching consists of supervised practice teaching in a special education classroom with coordinated academic responsibilities. A weekly seminar is required. A $250 fee is required for each placement.

Credits 6

Prerequisites

Cumulative GPA 3.000 or higher and EDU 201, EDU 206, EDU 252, SEE 306, SEE 314, SEE 323, SEE 337, SEE 352, and SEE 412

SEE 402 : Student Teaching Students with Disabilities Secondary

Student teaching consists of supervised practice teaching in a special education classroom with coordinated academic responsibilities. A weekly seminar is required. A $250 fee is required for each placement.

Credits 6

Prerequisites

Cumulative GPA 3.000 or higher and EDU 201, EDU 206, EDU 252, SEE 306, SEE 314, SEE 323, SEE 337, SEE 352, and SEE 412

SEE 412 : Early Childhood Methods

This course explores instructional processes that foster social, emotional, cognitive, linguistic, physical, and aesthetic growth and development in early childhood learners. Students create and implement learning experiences, conduct assessments reflecting an understanding of those processes, and determine the next learning steps unique to each learner's readiness. Inclusive practices and differentiation to meet the needs of English Language Learners and Students with Disabilities will be explored and included. The course requires 30 hours of field experience in an EPK-2 classroom designated by the instructor. Students must provide transportation to and from the placement site. (Equivalent to EDU 412)

Credits 4

Prerequisites

EDU 201, EDU 206, EDU 252, SEE 314, SEE 337, and SEE 352

SEE 415 : Assessment, Planning, and Assistive Tech

This course explores instructional processes that foster social, emotional, cognitive, linguistic, physical, and aesthetic growth and development in early childhood learners. Students create and implement learning experiences, conduct assessments reflecting understanding of those processes, and determine next learning steps unique to each learners readiness. The course requires 30 hours of field experience in an Early Pre-K-2 classroom designated by the instructor. Students must provide their own transportation to and from the placement site.

Credits 4

Prerequisites

EDU 201, EDU 206, EDU 252, SEE 314, SEE 337, SEE 352

English

ENG 124 : Perfect Grammar

The aim of "Perfect Grammar" is to provide students with a solid foundation in grammar, mechanics, and appropriate academic language. Through a variety of methods and assessments, students will become knowledgeable about their own grammatical weaknesses, learn how to revise written work to display sound grammar, and come to appreciate the need for clarity of expression in the academic world and beyond.

Credits 3

ENG 154 : Introduction to Literature

This introductory course in reading imaginative literature will include fiction, plays, and poetry, ranging from early ballads to the work of contemporary writers. Analysis of style and structure and the development of skills in critical reading and writing will be stressed. Students who have completed ENG 120 may not take ENG 154 for credit.

Credits 3

ENG 165 : #teenlit

This fully online course explores young adult literature, its history, contemporary contexts, and literary, formal, and thematic interests. The course examines the evolving canon of young adult fiction and non-fiction, including traditional genres, such as school stories and adventure tales, as well as contemporary formats, such as the graphic novel. Effective fall 2025: new course number & title for ENG 165 is ENG 226 Young Adult Literature.

Credits 3

ENG 190 : Introduction to English Studies

This course introduces the student majoring in English to the important concepts and principles involved in the study of English and its literatures. Required of all English majors.

Credits 4

ENG 201 : British Literature I
This course surveys English literature from the Anglo-Saxon period through the early 17th century, including works by Caedmon the Beowulf poet, Chaucer, Margery Kempe, Spenser, Shakespeare, Donne, and Milton. Emphasizing tradition, the course investigates the interaction between literary conventions and social history.
Credits 3

ENG 202 : British Literature II
The primary purpose of the course is to familiarize students with readings by selected British writers from 1650 through 1830. Major trends of the 18th century and Romantic literary periods will be observed in works of fiction, poetry, and drama. Readings will be approached not only as individual works of art to be read creatively and enjoyed imaginatively and intellectually, but also as representatives of major cultural movements in the English-speaking world.
Credits 3

ENG 206 : American Literature II
This survey course opens with texts written in response to the Civil War and explores the full diversity of the voices and experiences that represent America as the United States emerges as a multi-cultural global power. We will discuss the literature of the nation as it struggles to define itself through periods of reconstruction, immigration, international wars, and domestic battles for civil rights, covering the significant literary movements that arose and flourished in these periods, including: realism, naturalism, regionalism, modernism, the Harlem Renaissance, and the post-modernism. Authors may include: Louisa May Alcott, Henry James, Edith Wharton, Zora Neale Hurston, F. Scott Fitzgerald, Sylvia Plath, N. Scott Momaday and many more.
Credits 3

ENG 207 : Children's Literature
This course will explore each of the major categories of literature for children including folk tales, fables, myths, epics, poetry, stories of enchantment and modern fiction. The course will also explore the contributions of authors, artists and illustrators for their value, importance and influence.

ENG 208 : American Literature I
This course surveys American literature from the arrival of early settlers through the Civil War. The literature ranges from accounts of life in the colonies and Puritan sermons to slave narratives and transcendentalist poetry. Diverse authors, genres, and issues are examined in relation to the developing tradition of a national literature.
Credits 3

ENG 211 : British Literature III
British Literature III explores British and Anglophone literature from the Victorian period to contemporary times. Major developments in poetry, drama, fiction, and non-fiction are investigated in the course. The literature is examined in the context of culture, gender, and history, with a particular emphasis on the British Empire. Authors may include: Elizabeth Barrett Browning, Robert Browning, Alfred Lord Tennyson, Oscar Wilde, Virginia Woolf, T.S. Eliot, Chinua Achebe, and Louise Bennett.
Credits 3

ENG 213 : African-American Literature
This course is an introduction to the writings of African-Americans from 1850 to the present. In addition to reading the literature, students will also consider the historical, cultural, and theoretical contexts important to understanding current African-American studies. Possible topics: a survey of African-American literature, African-American women, slave narratives and autobiography, contemporary fiction, or modern African-American drama.
Credits 3

ENG 215 : U.S. Latino/Latina Literature
(Also WST 215) An introduction to contemporary Cuban-American, Mexican-American (Chicano), and Puerto Rican Literatures, this course also explores the history and culture of these communities. Students will be introduced to some theoretical issues necessary to understand the main currents in Chicano/ Latino Studies.
Credits 3

ENG 218 : What Is Perfect Grammar?
What is Perfect Grammar? provides a solid course in English grammar, covering the major concepts, rules, guidelines and intricacies of the language, with an emphasis on understanding the function of various lexical and structural constructs through interactive learning. This course is ideal for writers from across the disciplines preparing for diverse careers and graduate study, as well as future teachers who will examine and analyze grammar from a sociolinguistic perspective as both teachers and as learners. This study of grammar also focuses on developing knowledge and skill in the writing process while exploring critical theory and sociolinguistic topics that deepen students' understanding of critical social and ethical issues as they apply to dialect, region, socio-economic status and race. A student cannot receive credit for both ENG-218 and EGL 125. *This course is not intended as a remedial course in Grammar.
Credits 3

ENG 221 : Native American Literature
This course explores the literatures of diverse Native American tribes, including oral traditions imbedded in modern speeches, political documents, novels, memoirs, and contemporary anthologies and media. Students read and discuss works by major Native American writers in order to examine indigenous philosophies, rhetorical approaches and traditions that are distinct from those of western cultures. Of particular interest to our study will be the rise of Native American Literature in the context of history, and the resistance movements that created new American forms and genres.

Credits 3

ENG 222 : Children's Literature
This course will trace the development of Children's Literature in Western culture from ancient to modern times. The course will examine the following genres: alphabets, fables, primers, chapbooks, fairy and folk tales, short fiction, nursery rhymes, children's verse, and picture books. Secondary materials will address issues such as conceptions of the child during different historical periods, and theoretical approaches to children's literature including literary, multicultural, psychoanalytic and word/image studies.

Credits 3

ENG 225 : The Short Story
Analysis and criticism of the short story as a literary form. Short stories selected from many cultures are read and discussed. The course illustrates the development of the genres from the early 19th century to the present.
Credits 3

ENG 226 : Young Adult Literature
This course explores young adult literature, its history, and literary, formal, and thematic interests. The course examines the evolving canon and emerging contemporary genres, with an overarching connection to current U.S. curricula, intercultural competency, and related social issues. (Formerly ENG 165)
Credits 3

ENG 231 : Creative Writing
This course is designed to aid the student in developing skills of creative self-expression in verse and/or short fiction. ENG 232 is for those students who have taken ENG 231 and wish to take an additional semester.
Credits 3

ENG 232 : Creative Writing
This course is designed to aid the student in developing skills of creative self-expression in verse and/or short fiction. ENG 232 is for those students who have taken ENG 231 and wish to take an additional semester of Creative Writing.
Credits 3
Prerequisites
ENG 231

ENG 233 : Professional Media Writing
This advanced writing course focuses on effective use of written language to influence or persuade. Students identify persuasive strategies in a variety of texts to develop critical analytic skills, and to become informed citizens and sophisticated consumers and producers of print and electronic media, gaining professional experience in their fields.
Credits 3
Prerequisites
WRT 101

ENG 235 : Intro to Technical Writing
Credits 3

ENG 240 : Peer Writing Practicum
This 1.5 credit course is open to current or beginning peer tutors as well as to students who may be interested in acquiring the skills necessary to become an effective and welcoming peer writing tutor. The practicum may also appeal to those who may wish to enhance effective collaborative writing skills necessary to nearly every career, or to enhance their training and credentials in order to apply to graduate assistantship programs that value such experience and training. Writing Centers provide a supportive environment, free from the evaluative, teaching centered focus of many writing classrooms.

The Peer Writing Practicum is a series of interactive weekly seminars focused on building collaborative coaching strategies that support student writers from across the disciplines. Learning activities are designed to deepen our understanding of Writing Center theory and practice by engaging with texts and research on best practices, by generating approaches and strategies according to the priorities and current needs of our Writing Center, and by participating in practice sessions designed to support developing skills in assisting student writers as they work through challenges that arise as their writing projects proceed from topic selection through final draft. Our texts will include current publications, web forum and podcast studies of services and techniques employed by model Writing Centers from across the country, and several key essays and podcasts by scholars important to establishing peer tutor practices for English language speakers, writers and learners.
Credits 1.5

ENG 241 : Poetry
This course teaches the art of reading and writing poetry. Students learn to read, interpret and discuss poems through a careful study of diverse poetic forms and styles by a wide range poets.
Credits 3
Prerequisites
WRT 101

ENG 246 : Careers in Writing
Careers in Writing offers a survey of writing-focused careers with special emphasis on practical, job-specific skills and knowledge. This course is designed to remove the mystery behind how to make a living as a writer by exploring, understanding, and practicing details, duties, and skills of multiple career paths in which writing is a main component. Potential fields may include editing, publishing, public relations, technical writing, advertising and marketing copywriting, corporate and organizational communication, journalism, fiction writing, video script writing, or self- publishing.
Credits 3

ENG 248 : Selected Topics in English
Under this heading, the English Program will, from time to time, offer special courses in English language and literature -- courses dealing with, for example, themes, genres, figures, or problems not otherwise covered in the department's curriculum. For any such course, the instructor involved will determine the specific subject matter and will make available to students a full description in advance.
Credits 3

ENG 249 : Women in Literature
Credits 3

ENG 250 : Women's Literature
In this course, students read women's writing from several cultures to understand how women's cultural differences affect the reading of literature and how cultural differences affect women's authoring of (authority over) texts.
Credits 3

ENG 260 : Writing in Law & Society and Beyond
Credits 2

ENG 264 : The Bible as Literature
This course surveys literature from the Old and New Testaments. Biblical history, fiction, poetry, drama, prophecy, biography, and letters will be read from a literary point of view.
Credits 3

ENG 265 : Mythology
This course examines selected myths and legends as they are presented in works of literature from ancient to modern times. Students may read works by such authors as Hesiod, Homer, Aeschylus, Sophocles, Ovid and Virgil as well as a selection of later works that incorporate mythical structures and themes. The course also may present selections of theoretical works, which have influenced the analysis, and understanding of myth. Some attention may be given to the close alliance between myths and folktales.
Credits 3

ENG 266 : Heaven and Hell
An interdisciplinary study of concepts of heaven and hell, and angels and devils in the history of ideas, this course examines a wide variety of literary, religious and philosophical traditions, including Jewish, Christian, and Buddhist, as they relate to the concepts of heaven and hell.
Credits 3

ENG 267 : Ill-Behaved Women: Nursing & Lit (Honors)
This interdisciplinary honors course takes as its focus the history and portrayal of nursing and nurses in literature, with a particular emphasis on the nineteenth- and twentieth-centuries. From the religious orders of women who preceded Florence Nightingale in serving the ill and infirm to the empowerment of women in nursing currently, the course explores the field of nursing from its origins to current time. The challenges and opportunities that nursing presented for diverse women will be analyzed by considering the ways in which gender, race, and class shaped and continue to shape their work experiences. Students will analyze the role of nursing in a variety of text selections, including historical literature, biographies and first-person accounts of leaders within the nursing profession, selected essays and fiction, as well as film excerpts. The course emphasizes the important contributions that women have made in the development of the field of nursing, including creating an awareness of the profession through literary production.
Credits 3

ENG 268 : Diverse Voices
This course celebrates the work of writers, thinkers, artists, philosophers, etc. whose voices have traditionally been constrained, marginalized, or ostracized by cultural, canonical, economic, political, social, and/or other systemic forces. A key goal of this course is to honor and foreground these voices while simultaneously examining the forces that have contributed to their marginalization. To best reflect a scope of diversity, Diverse Voices will regularly rotate different voices. May repeat for credit (different voice or theme). Other possible voices include: Daughters of Africa; Identity, Bodies, Spaces, and Sexuality; Extraordinary Bodies; Contemporary Multicultural American Voices; Voices from the Fringe.
Credits 3

ENG 270 : Hispanic Women Writers
This course is designed to familiarize and enhance students' critical and analytical reading and writing skills through selected works by Hispanic women writers from the Colonial through Contemporary periods. Using different genres (novels, short stories, poetry, drama, and essays), we will endeavor to understand how women's literary expression has been shaped by history, society, cultural identity, traditions, and politics in Spain and Latin America. The course is taught in English.
Credits 3

ENG 280 : Writing for Law & Society
This course introduces students to ways in which writing can be used as a tool to address communities in the legal world as well as the larger global community. A variety of rhetorical modes will be explored to address both public and private sectors as well as formal and informal modes of expression inherent to those spheres. The course will also explore the value of careful diction, syntax, voice, and the process of revision as students engage in the social forums of the legal and social world. It is recommended that students complete LAW 202 and SOC 260 prior to enrolling in this course.
Credits 2

ENG 300 : Independent Study
To be arranged with faculty.

ENG 303 : Romantic Literature
This course examines English literature of the late 18th and early 19th centuries form both historical and critical points of view.
Credits 3

ENG 304 : Victorian Literature
A survey of the drama, poetry, and prose of British Victorian writers (c. 1830-1900).
Credits 3

ENG 305 : Modern British Novel
The novels of British writers from Forster to Lessing and Murdoch will be read and discussed in relation to contemporary British culture.
Credits 3

ENG 308 : Modern Theatre
A survey of dramatic literature, history and theory from 1870 to the present. Emphasis is placed on Ibsen and the Theatre of the Absurd.

Credits 3

ENG 309 : Major Writers
This seminar course offers a sustained study of a single writer’s ouvre (or, occasionally, that of a pair or select group of writers) and its historical, cultural, and literary significance. Through extensive reading discussion, research, and writing students will explore diverse aspects of the writer’s work including key themes, form and style, cultural contexts, reception, and current critical conversations. Writers will vary each year.
Credits 4
Prerequisites
ENG 190

ENG 313 : Medieval Literature
This course examines the philosophical and literary unity of European thought from the fall of Rome to the Renaissance. Authors include Chaucer, Langland, and Dante.
Credits 3

ENG 314 : Arthurian Romance
This course examines the development of the legend of Arthur and his knights, from its origin to the present.
Credits 3

ENG 319 : 18th Century British Literature
The works of Dryden, Pope, Johnson, and Swift are central to this course on the 18th century literary epoch, sometimes described as the Age of Satire.
Credits 3

ENG 321 : Literature of the 1980s
This course looks at some of the more notable literature of the 1980s, studying it in light of the cultural and historical events of the decade. The 1980s was a decade of excess. It was a decade of boisterous success, and tragic failure. Authors covered include Ann Beattie, Raymond Carver, Alice Walker, Tama Janowitz, Jay McInerney, Brett Easton Ellis, and Paul Auster

Credits 3

ENG 323 : Renaissance Literature
The Elizabethan world view as it develops against the background of late medieval and humanist thought is the focus for readings in this course. The work of such writers as More, Spenser, Greene, Lyly, Nashe, Lodge, Marlowe, Kyd, Middleton, Drayton, Johnson, Marston, and Chapman will be considered.
Credits 3

ENG 330 : Creative Nonfiction
Credits 3

ENG 331 : Fire & Ice: Poetry in Translat
A celebration of some of the world's finest poets including such authors as Pablo Neruda, Anna Swir, Yosano Akiko, and Yehuda Amichai. Some consideration may be given to the ways a particular poet's work has been shaped by social, political, or historical context, and to the questions of what it means to read a poem translation.
Credits 3

ENG 332 : Sowing & Reaping: Reflection on Life
Fiction, nonfiction, and film are the foundations of this course which explores work and its effect on human experience. A study of the often unexpected ways that work affects life, the course will focus on the power and the importance of work economically, emotionally, and spiritually, viewed through the lens of visionary contemporary and traditional writers and film makers.
Credits 3

ENG 338 : Modern American Novel
A study of the American novel from post-World War I to present.
Credits 3

ENG 341 : Modern Poetry
A survey of British and American poetry of this century with an emphasis on contemporary writers.
Credits 3

ENG 344 : Constitutional Interpretation
There is so much that can be said about the United States Constitution. Most simply, it is our country's foundational document that serves as the supreme law of the land. Beyond this, there is controversy. Is it a living document - the product of a particular historical situation to be reinterpreted in later historical contexts - or is it limited to its text and its meaning as intended when written? What the true limits of central government's power? How do checks and balances really work? When is there sufficient government involvement to implicate individual rights under the Bill of Rights? In fact, nothing is simple or static when it comes to constitutional interpretation and ultimately it is up to the Supreme Court to determine what it means. This course will explore various provisions of the Constitution and the Court's interpretation thereof. (This course is often cross-listed with POL 344, HST 344 and PSC 209.)
Prerequisites: ENG 101 or HUM 112 or WLD 101
Credits 3
Prerequisites
ENG 101 or HUM 112 or WLD 101

ENG 348 : Selected Topics in English
Under this heading the English department will, from time to time, offer special courses in English language and literature -- courses dealing with, for example, themes, genres, figures, or problems not otherwise covered in the department's curriculum. For any such course, the instructor involved will determine the specific subject matter and will make available to students a full description in advance.
Credits 3

ENG 400 : Independent Study
To be arranged with faculty.

ENG 401 : Shakespeare
This course explores a number of plays form the career of the most important English dramatist.
Credits 3

ENG 405 : Senior Seminar/ Project
This capstone course combines traditional seminar readings/ discussion with individual student research projects, allowing students to draw upon and synthesize their previous work in the major.
Credits 4
Prerequisites
ENG 190 & WRT 201

ENG 410 : Honors Project
To be arranged with faculty.
Credits 3

ENG 414 : Chaucer
This course will feature the outstanding works of the first major English poet, including Troilus and the Canterbury Tales.
Credits 3
Prerequisites
ENG 201 or ENG 234

ENG 427 : English Internship
To be arranged with faculty.
Credits 3

ENG 448 : Selected Topics in English
Under this heading, the English Program will, from time to time, offer special courses in English language and literature -- courses dealing with, for example, themes, genres, figures, or problems not otherwise covered in the department's curriculum. For any such course, the instructor involved will determine the specific subject matter and will make available to students a full description in advance.
Credits 3

ENG Literary/Survey : ENG 201, 202, 206, 208, 211, or 332
Complete one of the ENG courses from the following (3 credits):

- ENG 201 British Literature I
- ENG 202 British Literature II
- ENG 206 American Literature II
- ENG 208 American Literature III
- ENG 211 British Literature III
- ENG 332 Sowing & Reaping

Credits 3

Expressive Arts in Mental Health

EMH 201 : Intro to Expressive Arts in Mental Health
This course is designed to introduce students to the profession of creative arts therapy - its historical influences philosophies and overall trends. Discussions will focus on the relationship of the creative arts to human behavior. Experiential opportunities are an integral part of this course.
Credits 3

EMH 207 : Practicum: Individual
This course combines classroom learning with practicum experience in the community. The first half of the course is devoted to the development of individual interviewing techniques and treatment planning. Assessment of needs establishment of treatment goals and objectives and the development of appropriate creative arts therapy methodology for one population are the focus. The second half of the course is devoted to putting this process to work. Transportation to off campus sites is the responsibility of the student.
Credits 3
Prerequisites
EMH 201 or EMH 211. Open only to EMH majors or minors.

EMH 211 : Introduction to Art Therapy
This course covers the basic theories techniques and principles of art therapy through lecture and experiential formats. The use of art therapy in the treatment of different age groups is the primary focus.
Credits 3

EMH 213 : Introduction to Dance Therapy
This is an introduction to theoretical principles and trends in dance therapy. Self-exploration through movement and discussion of the application of dance therapy to different clinical populations is included.
Credits 3

EMH 216 : Introduction to Music Therapy
The course will cover the history and techniques of music therapy as a profession as well as the use of music therapy in the treatment of clients in all age groups who possess physical behavioral psychological or neurological disorders. In addition to lecture and class discussion students will have opportunities to lead and participate in music interventions.
Credits 3

EMH 218 : Introduction to Theatre Therapy
The use of drama as a therapeutic technique is examined through experiential and theoretical components. The course will enhance students' awareness of the creative process through assigned readings and prepared activities.
Credits 3

EMH 248 : Special Topics
The department offers special topics courses covering areas and topics not otherwise included in the curriculum.
Credits 3
Prerequisites
PSY 101 & EMH 201 or EMH 211

EMH 307 : Practicum II
This course explores the integration of group theory and creative arts therapies. Students then have the opportunity to apply these approaches while working with a specific group population. Transportation to off campus sites is the responsibility of the student.
Credits 3
Prerequisites
EMH 201 or EMH 211. Open only to EMH majors or minors

EMH 330 : Sem I: Child Development in Expressive Arts
This course focuses on developmental aspects of the creative process and the implications for therapeutic interventions with various populations of children. Creative arts therapy assessment theory and technique will be studied and applied through experiential opportunities.
Credits 3
Prerequisites
EMH 201

EMH 348 : Special Topics in EMH
The department occasionally offers special topics courses covering areas and topics not otherwise included in the curriculum.
Credits 3

EMH 407 : EMH Applied Fieldwork
Field experience in an allied health facility is undertaken with the supervision of a creative arts therapist. At least 90 contact hours are required. Students observe and co- plan therapeutic sessions. Students who register for this practicum must have demonstrated the necessary preparation and professionalism including a GPA of 3.0 in the major. Open to EMH majors with senior standing only.
Credits 3
Prerequisites
EMH 207 & EMH 307

EMH 430 : Expressive Arts in Grief & Healing
This course is designed to introduce students to the implementation of the Expressive Arts in the grieving and healing process. Historical influences and processes, philosophies of grief and healing, and current treatment modalities will be discussed. Discussions will focus on the relationship of the expressive arts to the psychology of grief and healing as well as the grieving and healing process. Trauma and trauma treatment will be explored for a variety of populations. Experiential opportunities are an integral part of this course.
Credits 3
Prerequisites
Open only to EMH majors or minors

EMH 442 : EMH Family Therapy
This seminar focuses on modern and postmodern influences on creative arts therapies. Emphasis is placed on how these influences impact clinical theory and intervention.
Credits 3
Prerequisites
EMH 330 must be completed prior to taking this course or taken at the same time as this course. Open to only EMH majors and minors

EMH 450 : Capstone
Students will develop their ability to conceptualize a professional EMH project through the use of research methodology, reading, writing, discussion, and critique. Students will prepare a written proposal outlining their intended creative direction, strategies for achieving this project, and goals of the project. Students will practice public speaking and presentation skills. In addition, students will prepare for the EMH 407 Applied Fieldwork class in the Spring.
Credits 3
Prerequisites
EMH 207 and EMH 307

French

FRE 101 : Introduction to French
An introduction to speaking, writing and reading French. The emphasis is on speaking and understanding spoken French. It will focus on idiomatic expressions used in daily speech, pronunciation, and vocabulary building. Reading and writing may be done as reinforcement to oral communication skills. The study of culture is embedded throughout the course, and the study of culture is additionally enhanced through the use of weblogs that focus students' attention on many important topical, historical, and useful themes.

Credits 3

FRE 102 : Continuing Introduction to French
A continuing introduction to speaking, writing and reading French. The emphasis is on speaking and understanding spoken French. It will focus on idiomatic expressions used in daily speech, pronunciation, and vocabulary building. Reading and writing may be done as reinforcement to oral communication skills. The study of culture is embedded throughout the course, and the study of culture is additionally enhanced through the use of weblogs that focus students' attention on many important topical, historical, and useful themes.
Credits 3
Prerequisites
FRE 101 or one college semester or two years high school French

FRE 201 : Intermediate French I
Building on the foundation course, this intermediate sequence develops increased proficiency in speaking French and understanding a more advanced level of the spoken and written language. Study of the grammar fundamentals is completed. Classroom communication in French, reading texts, and increasingly independent writing provide ample opportunity for applying the grammatical fundamentals. Students learn to express opinions, give explanations, and generally strive for effective communication. Supplementary use of computer-aided instruction is encouraged. Through readings and video presentations the students expand their understanding of life and culture in French-speaking countries. Classes conducted in French. Three hours weekly, plus recitation.

Credits 3
Prerequisites
FRE 102 or two semesters college or three years high school French

FRE 202 : Intermediate French II
Building on the foundation course, this intermediate sequence develops increased proficiency in speaking French and understanding a more advanced level of the spoken and written language. Study of the grammar fundamentals is completed. Classroom communication in French, reading texts, and increasingly independent writing provide ample opportunity for applying the grammatical fundamentals. Students learn to express opinions, give explanations, and generally strive for effective communication. Supplementary use of computer-aided instruction is encouraged. Through readings and video presentations the students expand their understanding of life and culture in French-speaking countries. Classes conducted in French. Three hours weekly, plus recitation.

Credits 3
Prerequisites
FRE 201 or three semesters college or four years high school French

German

GER 101 : Introduction to German
The course is designed to introduce to the non-native speaker of German the four basic skills necessary to developing a working knowledge of German: a) understanding, b) speaking, c) reading, and d) writing. The emphasis is on speaking and understanding spoken German. Reading and writing will be done as reinforcement to oral communication skills. The course will focus on idiomatic expressions used in daily speech, pronunciation, and vocabulary building.

Credits 3

Graphic + Media Design

GMD 201 : Type and Design I
This course will introduce students to the concept of designing with type. Students will explore type as an element of design using letters, words and blocks of text. Students learn the anatomy of letter forms, aspects of form and space of words, and the relationship of paragraphs to the grid as it applies to single page compositions.
Credits 3
Prerequisites
GMD 217 & GMD 220

GMD 203 : Graphic Design I
In this introductory course students become familiar with the basic tools, techniques, terminology and materials of the graphic designer. Students will learn to apply basic design principles to form and message in order to solve visual communication problems. The design process will be explored through the completion of assigned projects that incorporate initial research, idea generation, and final presentation of a design solution.
Credits 3
Prerequisites
Completion of 12 or more credits.

GMD 207 : Graphic Design II
This course will build upon the principles and concepts explored in Graphic Design I. Conceptual development, visual problem solving, project research, advanced typographic and advanced layout skills will be stressed. Projects and exercises will be assigned to help students explore these principles.
Credits 3
Prerequisites
GMD 203

GMD 217 : Imaging I
This introductory course will develop a fundamental understanding of the function, meaning and application of photographic imagery used in visual communications. Students will learn how tools, materials, and the principles of design work together to effectively represent an idea. Students will be introduced to the basics of digital workflow, critical thinking, creative problem solving and conceptual development.
Credits 3

GMD 218 : Type and Design II
This course will build upon the fundamentals of type, design and layout explored in Type and Design I. Students will be introduced to the rules of typography and how to break those rules as well as modular and multi-column grid systems in the context of multi-page sequential projects. The finer points of typesetting, page layout and publication design are also explored in this course.
Credits 3
Prerequisites
GMD 201

GMD 220 : Imaging II
This introductory course will develop a fundamental understanding of the function, meaning and application of images used in visual communications as they apply to vector graphics. Students will learn how tools, materials, and the principles of design work together to effectively represent an idea. Students will be introduced to the basics of digital workflow, critical thinking, creative problem solving and conceptual development.
Credits 3

GMD 225 : Motion Design 1: Video
This foundation course promotes creative expression using the principles of moving images and sound. Students are introduced to numerous forms of time-based media as a means to express ideas to an audience. Students will develop media literacy skills while gaining valuable aesthetic, conceptual and technical skills in a hands-on learning environment that includes theory, exploration, practice and critique.
Credits 3

GMD 248 : Topics in Graphic Design
The department may offer special courses in graphic and media design dealing with areas and topics not otherwise included in the curriculum.
Credits 3

GMD 301 : Digital Production I
This course explores the processes of preparing graphic work for print, web, and electronic distribution. Numerous contemporary topics related to design and production such as printing specs, color profiles, image preparation and distribution will be explored. Projects will be created using a variety of software within the context of professional standards and the digital workflow.
Credits 3
Prerequisites
GMD 201, GMD 217, GMD 218 & GMD 220

GMD 302 : Digital Production II
This course builds on skills learned in Digital Production I. Offset printing, pre-press, paper selection, and binding techniques will be covered.
Credits 3
Prerequisites
GMD 301

GMD 303 : Illustration I
This introductory course explores the art of storytelling through visual imagery. Using a variety of projects and exercises mirroring real-world assignments, students examine the process, craft, and history of the field of illustration.
Credits 3
Prerequisites
AEM 101

GMD 305 : Interactive Design I
This course is an in-depth introduction to the fundamentals of design, production and programming of interactive media. Students will learn a variety of techniques and methods for creating interactive content that heightens the user experience. An emphasis is placed on the proper application of leading-edge technology and coding to create unique projects that are both aesthetically pleasing and structurally sound.
Credits 3
Prerequisites
GMD 217

GMD 306 : Interactive Design II
This course continues the development of skills introduced in Interactive Design I with an emphasis on non-linear interactive media. Students continue to study the process of design, production and programming of interactivity that includes sound, motion and user interaction. This course will further the student's understanding of coding as a means to produce rich interactive content and applications.
Credits 3
Prerequisites
GMD 305

GMD 307 : Design Studio I
In this studio course, students will develop personal working methods and interests through the development and application in projects. Students will hone their technical and visual design sensibilities, and begin to frame lines of inquiries of their own. Evidence that craft and working method have evolved will be stressed in this course.
Credits 3
Prerequisites
GMD 311

GMD 308 : Design Studio II
In this advanced studio course, students will continue to develop personal working methods and interests through the development and application in projects. Students will hone their technical and visual design sensibilities, and begin to frame lines of inquiries of their own. Evidence that craft and working method have evolved will be stressed in this course.
Credits 3
Prerequisites
GMD 307, GMD 311
Corequisites
GMD 311

GMD 311 : Graphic Design III
An advanced design course that emphasizes research methodology in graphic design. Students learn methods of qualitative and quantitative research; research strategies of competitive analysis, ethnographic research, user testing, and visual exploration and research documentation. Design and the creative process, critical evaluation and professional presentations are also important elements of this course.
Credits 3
Prerequisites
GMD Majors only

GMD 315 : Business Practices for Visual Artists
This course will introduce students to the practice of working as a professional artist/designer. Topics will include professional standards and ethics, intellectual property law, finances, contracts, planning and organization, and professional relationships. Students will study current issues and the changing role of the artist/designer in contemporary society as they prepare for a career in creative industry.
Credits 3

GMD 318 : Type & Design III
In this course, students will learn advanced principles of typesetting and understand how these apply across media for communications. Hands-on exercises, research and discussions will build on principle Students will research a subject, conceptualize an idea, produce a design and discuss their project. This course will examine various topics. Each assignment will be contextualized through studies in design history and research.
Credits 3
Prerequisites
GMD 218

GMD 320 : Imaging III
Imaging III is an advanced course in which students use a variety of media to create images that solve design problems. Students will examine the history and current field of illustration as well as principles of design theory to create images that effectively communicate a specific message.
Credits 3
Prerequisites
AEM 101 & GMD 217

GMD 321 : Digital Studio Techniques
This course will explore a wide range of advanced, experimental techniques utilizing digital media. Students will also study the fundamentals of illustration and design to create unique images that visually communicate ideas in a compelling manner.
Credits 3
Prerequisites
AEM 101 & GMD 217

GMD 322 : Motion Design 2: Animation
This course is an introduction to the elements and principles of animation with emphasis on storyboarding, time-based design, audio production and creating assets. Projects include the exploration of story structure and keyframing techniques to create effective visual communication solutions that move.
Credits 3
Prerequisites
GMD 217, GMD 220, GMD 225

GMD 348 : Topics in Graphic Design
The department may offer courses in graphic and media design addressing contemporary topics and issues not otherwise included in the curriculum.
Credits 3
Prerequisites
Completion of 18 or more credit hours.

GMD 404 : Interactive Design III
This course continues the development of topics explored in Interactive Design 1 and 2 with an emphasis on industry-standards and leading- edge technology. Students will continue the study of usability theory, UI/UX design, and media-rich technology to produce non-linear, interactive design solutions.
Credits 3
Prerequisites
GMD 305
Corequisites
GMD 305

GMD 405 : Senior Capstone I
This course is a self-initiated research and development experience for students nearing completion of the BFA degree. Students begin with a thorough investigation of research methods used in art and design then progress to the development of a project concept and written proposal. Faculty work closely with students to guide the progression of their research and project deliverables through individual advising, group critiques, presentations, lectures, field trips and writing seminars.
Credits 3
Prerequisites
GMD majors only with 87 or more completed credits

GMD 406 : Senior Capstone II
This course enables students to expand and/or complete the body of work that began in Capstone Seminar I. Students will develop unique content and further their ability to express visual communication solutions through presentations, discussions and project development that push boundaries of traditional graphic and media design practice. Students are encouraged to explore opportunities for large-scale, collaborative and multi-dimensional projects.
Credits 3
Prerequisites
GMD 405

GMD 415 : Motion Design 3: Advanced
This course will continue the exploration of time-based design commonly found in animated projects with an emphasis on the narrative. Advanced topics in audio production, digital imaging, story structure and visual effects will be explored to create industry-standard motion design solutions.
Credits 3
Prerequisites
GMD 322

GMD 420 : Professional Practices
This course will focus on the practice of working as a professional artist/designer and the creation of a professional portfolio. Topics will include professional standards and ethics, intellectual property law, finances, contracts, planning and organization, and professional relationships. Students will study current issues and the changing role of the artist/designer in contemporary society as they prepare for a career in the creative industry. As part of the course, existing projects are improved and new work is created to diversify the portfolio. Marketing materials are also created. Guest lectures, presentations, and mock interviews augment this course.
Credits 3

GMD 427 : Graphic Design Internship
The Graphic + Media Design internship allows the student to further the study of learned principles and gain valuable industry experience in a professional environment. Qualified students should be prepared to work at any number of internship sites such as a design studio, advertising agency, printing press, publishing company, interactive design firm or video production facility. Students will create a resume, cover letter and portfolio in preparation for the initial interview. A final presentation of work completed during the internship is required.
Credits 3

GMD 448 : Topics in Graphic Design
The department may offer courses in graphic and media design addressing contemporary topics and issues not otherwise included in the curriculum. Credit range: 1-6 credits.
Credits 3

Health Sciences

HSC 204 : Introduction to Health Professions
This is a survey course introducing students to a wide variety of professions within the health sciences field. Guest speakers will present information regarding their role in the health care system, educational and professional licensure requirements, professional practice settings, professional associations and other related information. This course is delivered in a seminar format with potential guest speakers in the areas of physical therapy, occupational therapy, counseling, medicine, health administration, health education, nursing, nutrition, pharmacy, nuclear medicine, speech pathology, complementary medicine and other professions based on speaker availability. Restricted to HSC majors.
Credits 2
Prerequisites
Registration is limited to First Year HSC majors (or by permission of HSC Program Director).

HSC 210 : Complementary and Alternative Medicine
This course will provide the student with an overview of complementary and alternative medicine (CAM), its history, philosophies, and techniques. Over the course of the semester students will explore alternative medical systems, mind-body treatments, biologically based interventions, manipulative and body-based methods, and energy therapies. Students will learn to evaluate the safety and effectiveness of these modalities using peer-reviewed research. *[Advising note: Prior to 2017 this course has been offered as HSC 410: Complementary Health Care.]*
Credits 3

HSC 215 : Health/Wellness Across Lifespan
What defines personal health and wellness? This course will explore the multi-faceted components of health and wellness: physical, intellectual, spiritual, social, emotional and occupational; and examine how each contributes to the development and maintenance of a healthy lifestyle. Students will examine their current lifestyle choices and assess the impact, both present and future, these choices have on their health and wellness. Current health issues affecting today's society and educational programs promoting health and wellness will also be included. Restricted to HSC majors or by permission of the Health Sciences Program Director. Note: Students may not receive credit for both HSC 215 and PED 225.
Credits 3

HSC 306 : Culture and Health
This course explores the intersections between biology and culture, and how such bio-cultural interactions influence health and disease at the individual and population levels. Students will examine the meanings and distributions of health and illness in cross-cultural perspective. The causes of health and ill-health will be considered at the individual, community, and global levels. Students build cultural competence by identifying their own biases and health-related values, beliefs and behaviors. This course was formerly offered as HSC 206.
Credits 3
Prerequisites
HSC & PBH majors only with at least junior status

HSC 327 : Internship
To be arranged with the Health Sciences Program Director.
Credits 3

HSC 400 : Independent Study

HSC 405 : Community Health Education
This course presents a variety of educational methods to promote health related changes in people across the lifespan through the process of community health education. Content includes information on culturally competent health education, theories related to learning and health behavior change, the health communication process, and interactive teaching strategies to increase memory retention and facilitate real world application of what is learned. Students have the opportunity to experience, apply and practice concepts and methods learned throughout the course as they participate in class activities and develop and implement a community health education project which includes but is not limited to: formative research; problem identification; audience segmentation; a comprehensive educational plan with quality learning objectives, appropriate instructional strategies, and outcome measures; and evidence of marketing efforts.
Credits 3

HSC 410 : Complementary Health Care
Across time individuals have always pursued healing techniques that were not considered part of mainstream medicine. People have become increasingly cynical and distrustful of Western, technological, medicine. They are looking for a health care approach that treats the whole body, as opposed to the fragmentation that's inherent in western medicine. Many of these alternative approaches, however, are not new. They are modern applications of, or borrowings from, indigenous medical systems, folk medical, Asia medical systems, etc. These approaches are grounded in the mind-body nature of disease, illness, and health. This course will provide the student with an overview of alternative medicine, complimentary, integrative health care, its history, philosophies, and techniques. The course format will be one of lecture, demonstration, and laboratory experiences. This course is restricted to Health Sciences majors only or non-majors may request permission from the Health Sciences Program Coordinator to enroll. *[Advising note: Beginning in 2017 this course will be listed as HSC 210 Complementary and Alternative Medicine.]*
Credits 3
Prerequisites
Health Science Majors Only

HSC 415 : Exercise Rx - Health & Disease

This course presents a comprehensive overview of the physical, physiological and metabolic responses of the human body to exercise testing and training in both health and disease. The successful student will gain an understanding of the processes involved in prescribing safe and effective therapeutic exercise in healthy individuals as well as patients with heart and lung disease, diabetes and obesity. The laboratory component will include instruction of clinical exercise testing. Restricted to HSC majors or by permission of the Health Sciences Program Director.

Credits 4
Prerequisites
SCI 310
Corequisites
HSC 415L

HSC 450 : Research Methods for the Health Sciences

Over the course of the semester students will be guided through the process of using research to identify and address contemporary issues in the health sciences. Through close readings and group discussion, Health Sciences majors will learn to pose important questions, conduct comprehensive literature reviews, develop testable hypotheses, identify appropriate variables, and draft professional research proposals to be presented in class. Those who excel in this course may be offered the opportunity to further develop their research the following semester. Restricted to junior/senior HSC majors or by permission of the Health Sciences Program Director.
Credits 3
Prerequisites
MAT 220 or PSY 207

History

AMS 101 : Introduction to American Studies

This course introduces students to the basic concepts, issues, and methods of American Studies.
Credits 3

HST 101 : The Emerging World I

This course introduces students to the traditional and modern cultures of Asia, the Middle East, and North Africa, and to the forms of their development with a variety of social and natural geographies. The fall term emphasizes the comparative study of East Asia. The spring term concentrates on India, the Middle East, North Africa, and Southeast Asia.
Credits 3

HST 102 : The Emerging World II

This course introduces students to the traditional and modern cultures of Asia, the Middle East, and North Africa, and to the forms of their development with a variety of social and natural geographies. The fall term emphasizes the comparative study of East Asia. The spring term concentrates on India, the Middle East, North Africa, and Southeast Asia.
Credits 3

HST 105 : History of the United States I

Survey of political and social history as it unfolded within the diverse geography of the United States from colonization to the Civil War.
Credits 3

HST 106 : History of the United States II

Survey of political and social history as it unfolded within the diverse geography of the United States from Reconstruction to the present.

Credits 3

HST 107 : Latin American History I

An introduction to the early history of Latin America set in the complex geography of South, Central, and North America, and of the Caribbean. This course surveys pre-Columbian native American societies, the European discovery and conquest, the colonial period and the growth of settler-ruled societies, and the anti-colonial independence struggles of the late 18th and early 19th centuries.

Credits 3

HST 108 : Latin American History II

An introduction to the recent history of Latin America set in the complex geography of South, Central, and North America, and of the Caribbean. This course surveys the period from independence to the present, emphasizing such topics as slavery and abolition, ethnicity and race, women and gender, the working class and the labor movement, relations with the US, and modern revolutions.

Credits 3

HST 109 : History of Western Civilization I

This is the first semester of a one-year course in the history of Western Civilization. The first term will emphasize Classical Greek and Roman Civilization and the development of Medieval Europe through the drama of the Renaissance and Reformation. Emphasis will be placed on political, intellectual, and religious developments during eras, and on the experiences of the lower classes, women and minorities, all within the context of the natural and social geography of the area.

Credits 3

HST 110 : History of Western Civilization II

A continuation of Western Civilization I, this course surveys the rise of Western Europe since the 17th century. Principal topics covered include the French, Russian, and other great revolutions; the rise of democracy, communism and fascism; and the origins and impacts of the World Wars during the 20th century. The relationship between geographic space and historical process will be emphasized. HST 109 is not a prerequisite.

Credits 3

HST 115 : Intro to International Relations

This is a study of the nature and functions of international law, diplomacy, power, politics, human rights and international organizations, with special emphasis upon their worldwide operation since 1945. The relationship of these phenomena to social and natural geography is examined.

Credits 3

HST 125 : Economics of Social Problems

An introductory economics course (cross-listed with Economics and Sociology) that prepares students with the concepts, tools, and methods of analysis that economists employ to address historical and contemporary social issues and problems facing the U.S. Topics included are: economics of crime, poverty, discrimination, income inequality, pollution problems, inflation and unemployment, deficit and the national debt, Social Security, and globalization.

Credits 3

HST 150 : Climate Crisis & Challenge of Energy Conversion

Introduction to the science and impact of anthropogenic climate change and the politics and engineering associated with converting to greener energy sources.

Credits 3

HST 155 : Big History: From the Big Bang to AI
The ultimate general education course, this course covers the evolution of existence itself from the Big Bang to the challenges of Artificial Intelligence in the 21st century.
Credits 3

HST 200 : Independent Study
to be arranged with faculty.
Credits 3

HST 208 : Community Politics
A study of local governments and their history as seen through the lens of the political process. The biases and extent of influence of ethnic, racial, civic, public employee, and neighborhood groups upon urban political parties, elections, and governmental bodies are examined, along with factors underlying the emergence and effectiveness of such institutional forms as the mayor-council, council-manager, and neighborhood government.
Credits 3

HST 209 : The World Since 1900
Rather than emphasizing a particular geographic region, i.e., the Americas, Asia, or Africa, this course concentrates on the common experiences of the 20th century global community. Major themes of the course are the impact of decolonization in the Third World, emergence of modern urban industrial society, and the power of such isms as nationalism and communism in forming the 20th century world. Students cannot receive credit for both HST-209 and HIS-309.
Credits 3

HST 212 : Women and Social Movements in the US
This course examines the participation and leadership of women in a wide variety of social movements in the United States and in the colonial societies that preceded it, from the earliest European colonial encounters to the present. An important focus of the course is the creation by women of the "official" women's and feminist movements. However, the course also focuses on the roles of women in other movements-those of the poor, of the working class, of African Americans and other ethnic groups peoples, and of the middle and upper classes. Women in movements promoting both progressive and conservative causes are studied. This course may be taken with an optional cultural lab (HST 212L) for one additional credit. This lab extends the focus of this course beyond the history of women and U.S. social movements strictly understood, into the realm of popular cultural understandings of that history. In this lab, students will study the ways that this history has been represented and "taught" in the popular media and in public discourse, and the ways that these representations themselves have impacted broader historical processes. Particular attention will be paid to depictions of this history in movies, television, print media, museums, musical productions, and various other types of performance. This lab will also attend to the ways that these depictions have shaped popular understandings.
Credits 3

HST 218 : Russia and East Europe
A survey of major developments in modern Russia and her East European neighbors, this course concentrates on the recent upheavals in the Soviet and East European socialist bloc. The geographic context will be examined and different types of Marxism will be analyzed. (Also POL 238)
Credits 3

HST 221 : The Modern Middle East
A history of the Arabs during the Islamic era, the Ottoman Turks, Western imperialism, the growth of nationalism. Contemporary geographic, economic, political, and social conditions will be discussed.
Credits 3

HST 225 : Politics in Film & Lit
Literature and film bring political themes to life. They explore themes -- of honor vs. duty, civic heroism and the pursuit of justice, the folly of pride and the corruption of power, the individual vs. the state -- that are timeless yet intimate. Literature and film invite us to suspend believe and exercise our imagination. They also pull us in two opposite directions -- escape and engagement. In this course, we will explore these themes in pairs of great literary and cinematic works such as *Antigone* and *Hunger Games*, *Casablanca* and *Mr. Smith Goes to Washington*, *Citizen Kane* and *All the King's Men*, *Animal Farm* and *Lord of the Flies*, and selections from the Victorian novelist George Eliot and Anthony Trollope and the Russian hedgehog and fox, Dostoevsky and Tolstoy.
Credits 3

HST 229 : Civil Rights and Civil Liberties

A course examining the history and policies of protection of the individual from governmental intrusions. Freedom of expression, rights to privacy, rights of the defendant, and issues of equal rights are all considered. Course is cross-listed with POL 229.

Credits 3

HST 230 : Liberty vs. Security

In the aftermath of September 11, 2001, democratic notions of freedom, privacy, justice, and liberty have been increasingly challenged by the necessity to ensure domestic security and wage war. The tension between liberty and security has come to the forefront in public policy debates. Students in this course will discuss the meaning of liberty as it has emerged in our nation. They will explore the current security threats to our nation. Then, using readings selected for the course, students will evaluate the public policies being promulgated, using a liberty lens. The inquiry will include examples from history, legal and political analysis, as well as current critiques.

Credits 3

HST 232 : Oral History: Voices of the Past

This course will give students an opportunity to learn history directly from voices of the past while studying the theory, methodology and techniques of oral history. Fieldwork will be central to the course: students will conduct and evaluate an oral history interview with a person of their choice.

Credits 3

HST 233 : History of Modern China

An intensive study of the rise of modern China since the Opium Wars of the 1840s, this course emphasizes the decline of the Qing Dynasty and the pressures of Western imperialism. A considerable portion of the course deals with the rise of the Chinese Nationalists and Communists, and developments since the founding of the People's Republic of China in 1949. The geographic context will be examined.

Credits 3

Advising Note

RSC General Education Breadth: Humanities - History

HST 234 : Holocaust and Genocide

The genocidal Holocaust of World War II remains a familiar topic, but a philosophically evaluative study of that tragedy becomes a challenge for students. In this course students will examine their values systems as applied to an effort to understand the course of the Nazi Holocaust as well as other efforts at genocide in the 20th century.

Credits 1

HST 238 : History of Medicine & Health Care

The history of western medicine and health care from the earliest times to the present is covered. Topics include medical ideas, techniques, institutions, practitioners, and the social context in which these functioned.

Credits 3

HST 240 : Slavery in the Americas
This course is a survey of the history of slavery in Africa, North America, the Caribbean, and South America, with a particular focus on the relationship between slavery, freedom, and emancipation. Topics include: the origins of slavery in the Atlantic world; the development of slave societies across various regions of the Western hemisphere; gender and power; resistance and rebellion; and meanings of freedom and citizenship. The objective of the course is to understand the complex structures and cultures of slavery in the Americas within an Atlantic context. This course may be taken with an optional lab (HST 240L) for one additional credit. Lab work puts to practice creative and analytical thinking through the analysis of visual representation. During weekly one hour lab session, students observe visual narratives (e.g., film, photography) portraying the culture of slavery (additional materials will be on reserve in the library), and then make connections to class material (readings, lecture) in an electronic journal (i.e., blog, Mahara Page) that allows for the development of written text and uploading of images.
Credits 3

HST 243 : South African History, Politics, and Culture
This course surveys the history of South Africa over the last two thousand years. It examines the long evolution of African societies in the region; the transformations wrought by several phases of European colonialism; the emergence of a White-ruled state and the eventual imposition of apartheid; the struggles of liberation movements and their ultimate victory; and the contentious process of constructing a New South Africa on a nonracial basis. A central objective will be an understanding the complexity of the racial and ethnic history of South Africa, of the many social groups and cultures that make up the country today, and of the key role of women within those ethnicities and groups. This course may be taken with an optional cultural lab (HST 243L) for one additional credit. This lab extends the focus of this course beyond the history of South Africa strictly understood, into the realm of popular cultural understandings of that history. In this lab, students will study the ways that this history has been represented and "taught" in the international English-language popular media and public discourse, and the ways that these representations themselves have impacted broader historical processes. Particular attention will be paid to depictions of this history in movies, television, print media, museums, musical productions, and various other types of performance. This lab will also attend to the ways that these depictions have shaped popular understandings.

Credits 3

HST 245 : African/American History & Politics
A study of the African-American people from African origins to the present. African cultural heritage, the Atlantic slave trade, resistance to slavery and its conditions, reconstruction and segregation, urban migration, and the post-slavery freedom struggle are studied. Emphasis is placed on the development of Africa American culture through social struggle, and the impact on US political institutions.
Credits 3

HST 248 : Topics in History
The department occasionally offers special courses in history dealing with areas and topics not otherwise included in the curriculum. Credit range: 1-3 credits
Credits 3

HST 250 : Methods, Media and The Public

This course examines the basic principles of historical methodology, the use of newer technologies in historical work, and the many ways in which history is presented to the general public. The emphasis will be on understanding and critiquing the role of communications and informational technology - from the museum emplacements, to the web, to radio, to film - in public history. Additionally, students in the course will have the opportunity to create their own historical presentations by means of audio, video, and/or computer-based technology.

Credits 3

HST 258 : Topics in Public History

The department occasionally offers special courses in public history dealing with areas and topics not otherwise included in the curriculum.

Credits 3

HST 300 : Independent Study

Independent study course to be arranged with faculty. Permission of department chair required. Credit range: 1-3 credits

Credits 3

HST 305 : Women in Developing Countries

(Also WST 305)This course studies women in developing societies - societies experiencing social, political, and economic change -from a multidisciplinary perspective. It highlights the role and effects of cultural imperatives, historical transformations, and geographical conditions on the experiences of women. The contribution of women to the growth and development of their cultures, as well as to their own changing roles and status, is stressed.

Credits 3

HST 318 : Economies in Transition

A study of economic aspects of transition from centrally planned economy to a capitalist mixed economy. Topics include: problems of transition; different approaches to economic transition; sequence of reform; consequences of the economic transformation for the global economy. Relevant experience and sequence of transition of several countries will be examined. (Cross-listed with ECO 218)

Credits 3

HST 320 : Native American History & Culture

This course studies Native American history and culture from the first appearance of people in North America to the present day The first section of the course will explore the origins of Native American people and the wide variety of societies that they created, from Mesoamerica to the Arctic Circle. The second section will trace European conquest and Native resistance over the three and a half centuries after 1492. The final section will examine post-conquest life and culture among Indian people.

Credits 3

HST 322 : Final Solution and Genocide
Examines the deliberate, systematic and mechanized murder of six million Jews of Europe by Nazi Germany during World War II. The course will consider the history of antisemitism, the rise of the Nazis, anti-Jewish legislation like the Nuremberg Laws, efforts of Jews to adapt or flee, and the crisis of the Night of the Broken Glass. After 1939, we will look at the implementation of the Holocaust, the German plan to eliminate all the Jews of Europe. In addition, we will evaluate the perpetrators, victims, and bystanders. Students will look at other examples of genocide in the 20th Century, like the Turkish murder of Armenians, the German killings of the Herero and Nama in Southwest Africa, the Soviet Man-Made Famine in Ukraine, and the Genocides in Cambodia, Bosnia, Iraq, Rwanda, and Sudan. Discussing the Holocaust is a challenge to students. In this course students, will examine their values systems as applied to an effort to understand the Nazi Holocaust as well as other examples of genocide and ethnic cleansing in the 20th Century. Students who complete HST 322 may not also take HIS 234 for credit due to content overlap.
Credits 3

HST 324 : American Ethnic History
This course will provide a survey of the experiences of ethnic immigrant and racial minorities. The common problems of adjustment, acceptance, and assimilation will be explored as well as the unique experience of the major ethnic and racial groups. Although the course will concentrate on the experiences of Afro-Americans, Jews, Irish, and Italians, the course will also cover Poles, Germans, Japanese, Chinese, Mexicans, and other ethnic groups. Also the course will cover the cultural geography of American ethnicity.
Credits 3

HST 325 : Caribbean History, Society & Culture
This course surveys Caribbean peoples, society, and cultures from the period of Plantation Experience to the contemporary period. It studies the Caribbean in historical change, US relations with Caribbean people, migrations and emigrations within and outside of the Caribbean, Caribbean lifestyles, and the Caribbean Diaspora. Further, the course examines the role of race, color, class, and gender in Caribbean society; distinct cultural values in Religion and the Arts; associations and empowerment of people; issues in Caribbean identities, ideology, family life; urban and rural work. The focus of the course is on implications of historical change, significance of tourism in Caribbean society, implications of emigration on Caribbean development, and issues in everyday life. Finally, the course examines Haiti and Cuba as case studies.
Credits 3

HST 327 : Internship in History
This course provides history students with the opportunity to participate in historically oriented work at museums, historical societies, historical monuments, media and journalistic related organizations, research institutes, and many other locations. This experience provides an opportunity to learn about applied historical work by doing it in many different possible venues. Credit range: 1-15 credits
Credits 3
Prerequisites
Sophomore standing with six or more credit hours of history; or permission of the instructor

HST 329 : The Sixties in the U.S.
This course examines the history of the 1960s in the United States, a period that actually lasted from about 1955 to 1975. The course focuses on two key aspects of this period. It addresses the social movements that arose and proliferated, from the civil rights movement to the student movement, the anti-Vietnam War movement, the women's movement, the gay and lesbian liberation movement, and the movements of oppressed ethnic groups. And it explores the artistic and cultural transformations of these years, especially in the form of popular music-that is, rock and roll, in all its forms and genres. Throughout the course, the varying interrelationships between social struggle and popular culture will be studied.
Credits 3
Advising Note
RSC General Education Breadth: Humanities - History

HST 331 : American Century I, 1898-1945
This is an in-depth course on the American experience from 1898-1945. We will explore the emergence of modern America in the first half of the 20th Century and changes created by urbanization, immigration, three wars, and the Depression.

Credits 3

HST 332 : Sage-Troy Oral History Project
The Sage-Troy Oral History Project (STOHP) is an ongoing effort to collect and archive oral history interviews of people with important and interesting experiences in Russell Sage College and Troy communities. Students will work independently preparing, conducting, and processing oral history interviews under the guidance of the instructor.

Credits 1
Prerequisite Courses
HST 232

HST 333 : Hollywood As Historian
The course will survey the history of American film from the birth of film in the 1890s to the present and will look at film genres, like the war film, history film, comedies, crime films, etc. The course covers both the history of film and how film portrays historical issues and events. We will focus on American film, but we will use a few examples of foreign films that clarify how film portrays history or are essential to understand the development of American film. This course will explore how films portray historical, political, social, and cultural issues and view film from the disciplines of history, political science, and film studies.

Credits 3

HST 334 : American Political Thought
Susan B. Anthony and Elizabeth Cady Stanton modeled the Declaration of Sentiments exactly on Thomas Jefferson's famous Declaration of l776. Why? What are the main currents and crosscurrents of political thought in America? How have ideas like freedom and equality been used and misused in American politics? How have these ideas shaped the actions of statesmen like Jefferson and Madison, abolitionists like Frederick Douglas, feminists like Anthony and Stanton, presidents like Lincoln and Wilson, and recent thinkers since Martin Luther King Jr. and Malcolm X? Students answer these questions by reading and interpreting the writings and speeches of these and other famous thinkers.(Cross-listed with POL 334)
Credits 3

HST 335 : Social Movements
This course examines the processes by which social movements emerge, develop, and decline. Particular focus will be on social change theory; the history of selected movements; political strategies for change; individual versus collective approaches; and the relationship of institutions and ideologies to the success and failure of social change. (Equivalent to POL 335, HST 335, and WST 335).
Credits 3
Prerequisites
SOC 101

HST 336 : U.S. Foreign Policy
American isolationism is a myth. Lean how the United States has engaged in the world from the Declaration of Independence to today. Explore the international challenges the U.S. has faced, the tools (diplomatic, economic, and military) it has used, and the approaches and strategies it has followed. Assess the partial successes U.S. foreign policy has achieved, and the partial failures it has endured. Investigate how American foreign policy is made in terms of the roles of the president, Congress, and other players. As a cross-cultural course, we will focus on American negotiating behavior in cultural perspective.
Credits 3
Advising Note
RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Social and Behavioral Sciences

HST 340 : Internship in Public History
This course provides public history students with the opportunity to participate in historically oriented work at museums, historical societies, historical monuments, media and journalistic related organizations, and many other locations. This experience provides an opportunity to learn about applied historical work by doing it in many different possible venues. Credit range 1-15 credits.

Credits 3
Prerequisites
Sophomore; with six or more credit hours of history, or permission of the instructor

HST 341 : American Century II, 1945-2001
This is an in-depth look at recent American history from World War II to 2001. Some of the topics covered will include: Cold War, Happy Days of the 1950s, McCarthyism, Beats and Hippies, Cuban Missile Crisis, Vietnam Great Society, Civil Rights and Martin Luther King Jr., Watergate, Reaganism, New Immigration, etc. We will look at the major social, political, ethnic and foreign policy issues since World War II.
Credits 3

HST 344 : Constitutional Interpretation
There is so much that can be said about the United States Constitution. Most simply, it is our country's foundational document that serves as the supreme law of the land. Beyond this, there is controversy. Is it a living document - the product of a particular historical situation to be reinterpreted in later historical contexts - or is it limited to its text and its meaning as intended when written? What the true limits of central government's power? How do checks and balances really work? When is there sufficient government involvement to implicate individual rights under the Bill of Rights? In fact, nothing is simple or static when it comes to constitutional interpretation and ultimately it is up to the Supreme Court to determine what it means. This course will explore various provisions of the Constitution and the Court's interpretation thereof. (This course is often cross-listed with ENG 344, POL 344 and PSC 209.)
Credits 3
Prerequisites
WRT 101

HST 345 : Rise to Globalism
This course will look at the history of American foreign policy from the Spanish-American War in 1898 to the present and will explore the emergence of the United States as a major world power. We will look at the ongoing debates within the nation about what role we should play and how the country reacted to foreign crises, like the Holocaust, Cuban Missile Crisis, and the rise of Islamic terrorism. We will concentrate on some issues, like the debate over American expansion, the reaction to foreign genocides, the rise of Nazi Germany, the growth of communism and emerging Cold War, and the New World Order created by the collapse of communism.
Credits 3

HST 346 : Presidential Speeches
A presidential speech reveals a great deal about the President, the nation and the politics and issues of the day and the general historical context. What the President chooses to speak about tells us what issues s/he believes are important and what the Executive branch wants us to think is important. What s/he excludes is equally revealing. The audience is not just the voting public. Congress, the federal bureaucracy, state governments, foreign leaders, interest groups and big money contributors, among others, are intended to get overt or covert messages from a speech. Great care is taken when writing and delivering presidential speeches so that the phrasing, word selection, and rhythm reflect the desired image of the speaker and achieve his/her public policy and political goals. In this course, students will read, hear and watch Presidential speeches from George Washington to the present and engage in in-depth written analysis of them.
Prerequisite: ENG 101 or HUM 112 or WLD 101
Credits 3
Prerequisites
ENG 101 or HUM 112 or WLD 101
Advising Note
Also ENG 346 and POL 346

HST 348 : Topics in History
The department occasionally offers special courses in history dealing with areas and topics not otherwise included in the curriculum. Credit range: 1-3 credits
Credits 3

HST 355 : Great Depression in the US
This course examines the history of the Great Depression in the United States (1929-1941); its causes, especially during the 1920s; its legacies, both immediate and current; and its place in world history. The course emphasizes the economic course of the Depression, the political responses of the government (especially the New Deal), the development of social movements to defend the interests of various sectors of the society, and the cultural and artistic productions of the period. Particular consideration is given to the realities of the Depression for communities of color and for women. This course may be taken with an optional lab (HST 355L) for one additional credit. This lab extends the focus of the course beyond the history of the Great Depression strictly understood, into the realm of popular cultural understandings of that history. In this lab, students will study the ways that this history has been represented and "taught" in the popular media and in public discourse, and the ways that these representations themselves have impacted broader historical processes. Particular attention will be paid to depictions of this history in movies, television, print media, museums, musical productions, and various other types of performance. This lab will also attend to the ways that these depictions have shaped popular understandings.
Credits 3
Advising Note
RSC General Education Breadth: Humanities - History

HST 360 : War and American Society
A study of the impact of war on American society since the colonial wars with Native Americans. The course will analyze the role of the military as an instrument of American foreign policy. What were the domestic consequences of war like rationing, and the internment of Japanese-Americans during World War II? How did politics influence American military decisions and when did the United States opt not to use force and why, as in Bosnia and Rwanda in the 1990s? The course will cover the diplomatic, social, military, political, economic and constitutional consequences of war. In addition, the course will explore the impact of war on popular culture and popular images of war.
Credits 3

HST 365 : Civil Rights Movement
This course is designed to introduce the student to the historical development and maturation of the movement for civil rights in the United States. It will examine the development of resistance movements and the philosophies of those involved within the movements during ante-bellum, post-Civil War and contemporary times.
Credits 3

HST 371 : Two American Revolutions
We will look at the origins and development of the American Revolution from the French and Indian War to the ratification of the Constitution. Then we will study the Civil War, the role of Abraham Lincoln, and the Second, American Revolution. We will compare how these two events transformed America and American values of liberty and replubicanism. How did the Civil War change the meaning of liberty, freedom and republicanism.
Credits 1

HST 373 : World at War
The course commemorates the 100th anniversary of, World War I, 70th anniversary of the end of World, War II and 75th anniversary of American entrance, into the war. The course concentrates on the two, world wars and the American experience, the, consequences of the wars, the impact of the, interwar years, aftermath of World War II and, developing Cold War. It looks at how war became, even more deadly, as the introduction of, submarine warfare, chemical agents, and, bombardment from the air during World War I, suggests. We will study how civilians became targets for genocide, Armenians, Greeks, and Assyrians during World War I and the Holocaust of World War II.
Credits 1

HST 400 : Independent Study
To be arranged with faculty. Credit range: 1-3 credits.
Credits 3

HST 401 : Seminar
The balance of the course involves researching and writing a substantial paper under the supervision of a member of the department. HST 401 is required of history and childhood education/history majors. It is designed to provide students with a common experience at the conclusion of their undergraduate studies and should be taken during the final semester of the senior year.
Credits 4

HST 410 : Honors Project
to be arranged with faculty
Credits 3

Humanities

HUM 200 : Contemp World Lit and Cultures
This course offers an introduction to contemporary literature of the world, in English and in translation, and to the cultural contexts of these literatures. Students engage in a variety of literary forms, such as poetry, fiction and nonfiction prose, and drama, and with various aspects of culture, such as geography, history, sociology, religion, philosophy, art, and music. Emphasizing human understanding, this course prepares students in all major disciplines for life in the global community.
Credits 3

HUM 201 : Food, Culture and Nutrition
This course examines various cultural and social influences on food systems, food preferences, food related behaviors, nutritional status and health beliefs. The role that food plays in personal and group identity formation as well as how culture is preserved and transmitted through food also will be explored. Students will demonstrate an awareness of cultural competence by confronting their own ethnocentric assumptions about the culture and foodways of others and themselves.
Credits 3

HUM 239 : Artists as Writers
Painting has been called silent poetry, and poetry painting that speaks. In this course, students will study both image and text, the sister arts, as they discuss the creative texts of such artists as Vincent Van Gogh, William Blake, Georgia O'Keefe and Jean Michael Basquet, alongside creative art films such as The Red Balloon and Sunday in the Park with George. Students may create their own image as text journals. Weekly assigned readings will be considered both as texts in their own right and as models for writing.
Credits 3

HUM 310 : Seeing Into Words
The act of perception-learning to see and learning to see into increases critical and analytical skills which lead to insight and knowledge. This course focuses on the act of perception an visual interpretation through language. The dynamic interplay between images and words--between the visual and the verbal--will be examined through field observations, art, literature, electronic media, photography, and film.
Credits 3

HUM 314 : The Creative Life
From Barbara McClintock to Bill Gates, from Yo Yo Ma to Twyla Tharp, men and women the world over have dared to dream, to take risks, to encounter the unknown. Their extraordinary creative force has broken traditional models and changed the way we look at the world. Through literature including biography, memoir, and letters, as well as film, we will appraise the creative life of individuals whose experience and accomplishments have inspired us to think originally, and challenged us to live, active and creative lives.
Credits 3

HUM 317 : Image & Shadow: Drama & Film
From the ancient Theban plays, to Shakespeare's Othello and Pirandello's Six Characters in Search of an Author, this course will focus on selected masterpieces of drama that engage us in the complexity of human interaction. Films of staged productions and film adaptations may be included for study, comparison, and enrichment.
Credits 3

HUM 319 : Reading the Lives of Artists
This course explores the identities of visual artists in their cultural and temporal contexts and considers the ways in which artists enrich the lives of others. Through biographical reading, films, gallery trips, and meeting a working contemporary artist, students will examine the role of imagination in forming the artistic temperament. They may study the creative lives and contributions of artists such as Leonardo daVinci, Artemisia, Mary Cassatt, Pierre Bonnard, Henry Moore, Dorothea Lange, Frida Kahl; Jackson Pollack, and Georgia O'Keeffe.
Credits 3

HUM 320 : Writing and Illustration

This course links the expressive arts of writing and illustration. Students will explore the relationship between the text and the picture and look at the ways in which the visual enhances the verbal. They will study exemplary models and be encouraged to develop their own verbal and visual styles. While the primary emphasis will be on the broad field of children's book writing and illustration, other genres for illustration will also be studied. The course involves close reading and interpretation of texts and the creation of original works of fiction, nonfiction, and poetry. The final project will be an original illustrated scrapbook.

Credits 3

HUM 321 : Ah! Wilderness: Reading the Environ

The natural environment and humankind's relation to it have been sources of fascination and concern throughout the history of America. This course will examine a variety of literature from pre-settlement to contemporary times. Sources may include Native American legends, explorers' logs, settlers' journals, letters, poems, essays, and other works of fiction and nonfiction. A wide range of views, both historical and current, will be examined. Works of art, architecture, and music will also be considered as alternative ways of reading the environment.

Credits 3

HUM 325 : Writing Life's Stories

In this course students will research and write narratives based on the life stories of a particular individual, family, or community. Students will conduct personal interviews, practice field observation, and research archival materials including letters diaries, photographs, and newspapers. Students may experiment with writing biography and historical nonfiction. A final project may include a collaborative anthology or exhibit.

Credits 3

HUM 340 : Principles & Techniques of Research

A working knowledge of the principles and techniques of research in the Humanities is essential for advanced learning and for careers in which information gathering and evaluation and their application to decision making are critical skills. Topics covered include: types of sources, research tools, documentation styles, evaluation of sources, development of critical thinking and communication skills, integrity of research, audience analysis, collaborative research, and presentation of research.

Credits 3

HUM 341 : Hum Applied: Exper Learning

Experiential learning provides opportunities for students to apply their cumulative academic knowledge and skills in humanities to the world of work, while receiving structure and guidance from both academic and worksite supervisors. The student seeks out a particular learning experience through an internship or community service project then with the help of the academic supervisor and a Career Services advisor, sets goals and makes arrangements for the semester's work. All internship and service projects must receive prior approval from the Humanities supervisor. The student will keep a daily journal of experiences, complete all written work assigned by the academic supervisor, complete 100 clock hours of on-site work or externally supervised week, and make written and oral presentations at the end of the learning experience. The student will meet with the class/ academic supervisor on a regular basis to discuss plans, problems, and progress. During the term the student will design a resume and an electronic portfolio.

Credits 3

Prerequisites

Completion of 54 or more credits

HUM 348 : Special Topics

Special topics of current interest in the humanities are examined. Credits 1-3.

Credits 3

HUM 360 : Culture & Media
Culture and Media Studies is a course that examines the use of visual, audio, and/or digital media and the ways by which that media intersects with the larger cultural, critical, social, economic and political forces in the world at large. Courses offered under the heading of Culture and Media studies will study the meaning-making processes and practices that comprise our media culture as well as the specific terminology and genre-specific concepts that are associated with the particular media of focus. To best reflect the vast scope of media, Cultural and Media Studies will regularly rotate different forms and intersections of media.
Credits 3

HUM 403 : Senior Sem: Community As Text
The is a senior seminar and the capstone course for the Creative Studies and Writing program. Students will engage in reading and discussion of the literature and philosophy of community and will undertake, individually or collaboratively, a field research project that involves active learning within a particular community. This project may include such activities as archival research, personal interviews, audio or video recordings, site visits, attendance at community meetings or events, and close observation and documentation over a period of time. The project may be linked to the students' particular creative interests or to their choice for HUM 341 - Humanities Applied: Experiential Learning. Students will produce project results and evaluation in a properly written and documented format based on their community exploration and theoretical background. Students will also make final presentations of their field projects using appropriate technological tools. As a final requirement of the course students will produce an electronic portfolio.
Credits 3
Prerequisites
Completion of 87 or more credits

HUM 420 : Medical Ethics
Medical professionals are entrusted with the care of society's most vulnerable individuals, and as such are held to high ethical standards. In this course students explore the field of bioethics analyzing a variety of ethical dilemmas faced by today's health care professionals. Students will critically examine opposing viewpoints, develop strategies for effective argumentation and respectful communication, and gain insight into their own decision-making processes.
Credits 3
Prerequisites
Registration is limited to HSC majors with at least Junior status

Interdisciplinary Studies

ITD 110 : Information Literacy
This course will introduce students to the organization of information, concepts underlying the research process and the changing nature of information resources. It will enable students to formulate and clearly define a research topic and plan a search strategy. Students will leave the course with the skills required to locate information utilizing online research databases, the internet, online catalogs, print sources and reference tools. Students will be encouraged to become better critical thinkers as they analyze and evaluate the information and materials they gather. Skills acquired in this class will form the foundation for doing research in classes at Sage and will support inquiry for life-long learning.
Credits 1

ITD 248 : Special Topics in Interdisciplinary Studies

ITD 301 : Alternative Disp Resolution
Alternative dispute resolution involves the study of the theoretical and practical aspects of resolving conflict outside of the courtroom. ADR generally includes mediation, arbitration, conciliation, family and community conferencing, and other methods of nonviolent conflict resolution and includes both binding and non- binding methods. The course will address the resolution of conflict in a variety of settings and in a number of different contexts. The course will include an introduction to ADR in general and the application of mediation techniques specifically. As part of the course, students will complete 25 hours of mediating training to help prepare them to become a mediator in New York.
Credits 3
Prerequisites
Completion of 54 or more credits

ITD 315 : Citizenship
This course focuses on understanding issues that students will encounter as corporate, organizational, national, and global citizens from both legal and ethical perspectives. The course will explore the historical and cultural significance of citizenship issues in a diverse society and in relation to the modern world Individuals' duties and responsibilities as workers, consumers voters, and human beings in an effort to understand the diverse perspectives and conflicting demands on people in their various citizenship roles.

ITD 333 : Hollywood As Historian
The course will survey the history of American film from the birth of film in the 1890s to the present and will look at film genres, like the war film, history film, comedies, crime films, etc. The course covers both the history of film and how film portrays historical issues and events. We will focus on American film, but we will use a few examples of foreign films that clarify how film portrays history or are essential to understand the development of American film. This course will explore how films portray historical, political, social, and cultural issues and view film from the disciplines of history, political science, and film studies.
Credits 3

ITD 341 : Issues/Ideas World Art
This lecture and discussion course will explore significant topics in western and non-western art. Each semester the course is offered, students will focus on a particular culture and learn to analyze the visual systems that express characteristic ideas and values. Each student will undertake an independent research project. The final class project will result in a comprehensive web based publication and will include both text and images. May be repeated for credit.
Credits 3

ITD 348 : Interdisciplinary Topics
This interdisciplinary seminar course focuses on special topics. Topics change from term to term.
Credits 3

ITD 352 : Tragedy Tonight, Comedy Tomorrow
The course looks at the interaction between film, history, and politics with an emphasis on what films tells about American history, politics, race relations, society, and culture. According to historian Steven Mintz films are "much more than mass entertainment" they are historical, political, and social documents of their time, like All the President's Men. The course looks at motion pictures and documentary films since non-fiction films provide another avenue to understand war, politics, social problems, race relations and anti-Semitism. Watching films requires the same critical thinking skills as reading texts and the course seeks to turn students from passive consumers to critical viewers who can evaluate the perspectives, messages, and themes contained in films.
Credits 3

ITD 354 : Italian Renaissance
This course is a study of the Italian Renaissance covering the 14th Century (Trecento), the 15th Century (Quattrocento), and the High Renaissance period of the early 16th Century. 16th Century Venetian art will be explored, as well as Mannerism and the late works of Michelangelo. The course focuses on the visual arts, painting, sculpture, and architecture, along with important literary sources which provide insights for the cultural, religious and philosophical ideas which define the period.
Credits 3

ITD 356 : International Human Rights
Credits 3

Interior + Spatial Design

ISD 101 : ISD Studio I
This studio course will explore two and three dimensional design fundamentals. Introduction to color theory as it applies to spatial contexts, paraline drawings and techniques which are necessary to communicate and solve problems within the built environment. Human factors and theories of human behavior in the built, environment will be introduced.
Credits 3

ISD 102 : Spatial Design
This studio course introduces three-dimensional problem solving techniques used to relate the elements and principles of design that shape the relationships between people and their environments, designing ways to improve those environments.
Credits 3

ISD 201 : ISD Studio II: Design for Living
This studio course will focus on design issues specific to personal spaces for human needs through the use of space planning, decoration, function, products and artifacts.
Credits 3

ISD 202 : ISD Studio III: Design for Working
In this studio course focus will be on the theory and practice of space planning standards for working environments. Introduction to project programming and application of codes and regulations for interior spaces.
Credits 3
Prerequisites
ISD 201

ISD 205 : Design Presentation
This studio course will emphasis design conceptualization and creativity. Advanced visual communication methods including perspective drawing, color and material application, rendering and other rapid visualization skills will be introduced.
Credits 3
Prerequisites
GMD 217 & ISD 101

ISD 210 : Materials for Interior + Spatial Applications
This course allows students to learn about materials as a means of expression for the built environment. Exploration and examination for the functionality and aesthetic properties of specific materials and finishes for application will be explored.
Credits 3

ISD 220 : Design Technologies I
This course is an introduction to computerized drafting and design using a variety of, architectural drafting and rendering programs. This course will focus on learning the basic drawing and editing commands, industry standards, for dimensioning, plotting, and basic model making techniques as related to three-dimensional design.
Credits 3

ISD 221 : Design Technologies II
This course will allow students to develop more advanced skills in 2D and 3D computerized drafting and BIM software technology. Students will develop detailed architectural models and enhance their knowledge and understanding of industry standards related to architecture/design, workflow and the organization of architectural drawing sets.
Credits 3
Prerequisites
ISD 220

ISD 301 : History of Architecture & Interior Design
A study of the rapidly changing architecture and design from the industrial revolution in the 19th century to the period of postmodernism in the late 20th century. This continued study of the history, of architecture, interiors and the decorative arts, includes the Victorian revival style, the Arts and Crafts movement and ends with the modern movement. (Equivalent to ARH 301).
Credits 3

ISD 305 : Lighting Fundamentals
This course will assist a students understanding of the fundamentals of lighting and the process of illuminating architectural spaces. Aesthetics, visual perception and current lighting technologies will be identified and examined through their use in residential and commercial interiors. Students will evaluate types of lighting and its importance in providing healthy and safe environments.
Credits 3
Prerequisites
ISD 202

ISD 325 : Building Systems and Building Codes
Introduction to the principles of lighting, day lighting, acoustics, thermal comfort and indoor air quality to enhance the health, safety, welfare and performance of building occupants. Introduction to industry building codes and regulations.
Credits 3

ISD 330 : ISD Studio IV: Design Branded Spaces
In this advanced studio course students develop a vocabulary and understanding of the design process as it relates to larger scale complex commercial environments for brand communication.
Credits 3
Prerequisites
ISD 202 & ISD 221

ISD 331 : ISD Studio V: Social & Environmental Needs
In this advanced studio course students will focus on sustainable and responsible design that enhances lives by addressing social and environmental needs.
Credits 3
Prerequisites
ISD 330

ISD 335 : Building Construction Fundamentals
This course will assist students with a basic knowledge of both structural and non-structural building materials and their methods of assembly for both residential and commercial construction.
Credits 3
Prerequisites
ISD 221 & ISD 325

ISD 402 : Internship
Students will work in a design firm, architectural firm, or interiors related showroom for a minimum of 120 hours during the semester. Upon completion of the internship the student must complete an internship report and have a supervisor evaluation to receive credit.
Credits 3
Prerequisites
Completion of 90 or more credits

ISD 405 : Capstone I
Students research client types, building types and current issues in order to identify a capstone, project focus. This studio focuses on programming, ideation, and schematic designing in order to define a project concept for development in Capstone II.
Credits 3
Prerequisites
ISD 331

ISD 406 : Capstone II
The student refines program generated in Capstone I and responds to issues in the program as the basis for design development of a capstone design project. The student develops project documents, presentation materials and presents the project to a jury of peers and professionals.
Credits 3
Prerequisites
ISD 405

ISD 407 : Portfolio Preparation
Students will learn how to create unique and personalized portfolios in print, electronic, and web based media. Students will begin to explore and develop ways of marketing their work and their skills for internships and entering the profession.
Credits 3
Prerequisites
ISD 331

ISD 408 : Professional Practice
This course prepares students for entry into the professional practice of interior design through resume development, business models and formations, contracts and negotiations, fee, structures, legal issues, sales and marketing, and professional ethics.
Credits 3

ISD 448 : Topics in Interior and Spatial Design
Topics in interior and spatial design.
Credits 3

Italian

ITA 101 : Introduction to Italian
An introduction to speaking, writing and reading Italian. The emphasis is on speaking and understanding spoken Italian. It will focus on idiomatic expressions used in daily speech, pronunciation, and vocabulary building. Reading and writing may be done as reinforcement to oral communication skills. The study of culture is embedded throughout the course, and the study of culture is additionally enhanced through the use of weblogs that focus students' attention on many important topical, historical, and useful themes.
Credits 3

ITA 102 : Continuing Introduction to Italian
A continuing introduction to speaking, writing and reading Italian. The emphasis is on speaking and understanding spoken Italian. It will focus on idiomatic expressions used in daily speech, pronunciation, and vocabulary building. Reading and writing may be done as reinforcement to oral communication skills. The study of culture is embedded throughout the course, and the study of culture is additionally enhanced through the use of weblogs that focus students' attention on many important topical, historical, and useful themes.
Credits 3
Prerequisites
ITA 101

LAP

LAP 100 : Language Learning Strategies
This course will develop, practice and evaluate more effective language learning strategies for use in the Sage Language Acquisition Program. Students develop self-evaluation skills for language, acquire a better understand of language in its cultural context, and improve critical thinking and writing skills. The course also includes training in using online and recording tools necessary for success in SLAP.

Law

LAW 101 : Introduction to Law
This course is an introduction to the legal system surveying such topics as the New York and federal court systems, legal history, and various areas of substantive law. Students who complete LAW 101 may not take CRM/POL/SOC 219 for credit.
Credits 3

LAW 102 : Civil Litigation
This course covers the progress of a civil action from the first client interview through the trial and appeal. The student is introduced to the various steps in litigation, including interviewing and investigation techniques, pleadings, discovery, motion practice and trial procedure. The student becomes familiar with the various procedures and legal documents that are part of civil litigation in New York State.
Credits 3

LAW 202 : Legal Research
This course is designed to provide an understanding of both traditional and electronic legal research. Students will learn the function of the law library and what resources, traditional and electronic, are available for accessing the law. Although classroom lectures and textbooks are utilized, special emphasis is placed on research assignments requiring the use of the legal resources.
Credits 2

LAW 205 : Business Law I
This course presents to the student a comprehensive view of contracts with an emphasis on understanding the rationale behind laws that affect business practice and the application of law to specific business situations. Topics to be covered include the nature and classification of contracts, agreement and consideration, capacity and legality, genuineness of assent, the statute of frauds, third party rights and discharge, breach of contract and remedies, sales contracts, title and risk of loss, performance and warranties. (Equivalent to BUS 212).
Credits 3

LAW 206 : Business Law II
This course will cover topics in the areas of commercial transactions and business structures, and the more specialized areas of consumer law, anti-trust, and real property. Topics to be covered include commercial paper, secured transactions, bankruptcy, agency, partnerships, corporations, anti-trust, consumer law, personal property and bailment's, real property, and wills and trusts. (Equivalent to BUS 213).
Credits 3
Prerequisites
LAW 205 or BUS 212

LAW 208 : Administrative Law
This course focuses on alternative mechanisms of enforcing the law. The case method is used to introduce the student to a process differing in historical development and growth from the judicial process. Particular attention is focused on the major agencies and to the principles of law underlying and applicable to all of regulatory agencies. The Federal Administrative Act is covered and due attention is paid to the problems of delegation of legislative power, the nature of a hearing, the right to and scope of judicial review and to other statutory and non-statutory methods of review.

LAW 209 : Legal Ethics
Beginning with a study of morality and law, their interrelationship in the natural law tradition will be examined first; then their separation in positivism will be considered. Finally, the code of professional responsibility and the canons of ethics will be examined.
Credits 1
Prerequisites
LAW 101

LAW 211 : Estate Administration
This course includes a study of the more common forms of wills and trusts and a survey of the New York State requirements applicable to each. Emphasis is placed on the paralegal's function in the probate of wills and administration of estates and trusts.
Credits 3

LAW 214 : Family Law
The course covers such topics as divorces, separations, custody, adoption, guardianship and support, with a survey of the appropriate courts and how they deal with such matters.
Credits 3

LAW 301 : Health Law
This course covers the basics of managed care, what it is and why it is supposed to reduce health care costs; bioethics issues as they relate to the developing law concerning the right to die, reproductive medicine and cloning; patient confidentiality and AIDS; and selected issues concerning professional medical conduct and nursing home care.
Credits 3

LAW 302 : Legal Analysis & Writing

Analytic and research skills are enhanced through research assignments involving various areas of substantive and procedural law. Emphasis is placed on legal writing skills, including the drafting of various types of legal memoranda. Enrollment restricted to legal studies program student or by permission of the program coordinator.

Credits 3

Prerequisite Courses

LAW 202

LAW 325 : Legal Ethics

This course is designed to help the legal studies student become a more critically-minded thinker about the moral decisions that lawyers face. Students will engage in legal research, study the model lawyer's Code of Professional Responsibility, and develop an understanding of morality and the law. The course looks at lawyers in history and in cinema, and the ethical and professional dilemmas they face. Areas to be explored include; conflicts of interest; communication and scope of representation; attorney client privilege; civility; confidentiality; and solicitation.

Credits 3

LAW 345 : Race, Law, and Society

This course focuses on African American Legal Studies. The students study case law starting with 1609 through the present. The course focuses on the development of the law and on questions concerning equality and fairness within the Black community. The primary source of legal analysis will be Supreme Court decisions and the evolution of constitutional rights and civil rights. The history of Blacks in America is studied to provide context for understanding legal decisions. The history and impact of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 will also be analyzed.

Credits 3

LAW 348 : Special Topics in Law

This course offers in-depth study of subjects beyond the range of core courses or subjects that are emerging areas of law not otherwise addressed in the curriculum.

Credits 3

Mathematics

MAT 104A : Math for the Professions A

This course was designed for students to master their fraction, decimal, ratio and proportion skills. The course is divided into two modules where the first module is fractions and the second is decimal, ratio, and proportion. In order for a student to successfully complete the course, they must receive a grade of 80 or higher. No credit awarded if student has already received credit for MAT 105 or higher.

Credits 1

Advising Note

Permission of the Office of Academic Advising is required for registration in MAT 104.

MAT 104B : Math for the Professions B

This course was designed for students to master their percents and signed numbers skills. The course is divided into two modules where the first module is percents and the second is signed numbers. In order for a student to successfully complete the course, they must receive a grade of 80 or higher. No credit awarded if student has already received credit for MAT 105 or higher.

Credits 1

Advising Note

Permission of the Office of Academic Advising is required for registration in MAT 104.

MAT 104C : Math for the Professions C

This course was designed for students to master solving equations and graphing linear equations. The course is divided into two modules where the first module is solving equations and the second is graphing linear equations. In order for a student to successfully complete the course, they must receive a grade of 80 or higher. No credit awarded if student has already received credit for MAT 105 or higher.

Credits 1

Advising Note

Permission of the Office of Academic Advising is required for registration in MAT 104.

MAT 105 : Algebra

This course covers the fundamental concepts and operations of elementary algebra. Topics will include signed numbers, solving linear equations and inequalities, absolute value, exponents, polynomials, factoring, solving quadratic equation, rational expressions, and word problems. No credit awarded if student has already received credit for MAT 104 ABC or MAT 110 or higher.

Credits 3

Advising Note

Permission of the Office of Academic Advising is required for registration in MAT 105.

MAT 109 : Contemporary Mathematics

Designed for the liberal arts major, this basic entry-level course emphasizes contemporary applications of mathematics. Students will learn significant mathematical concepts in the areas of management science, statistics, social choice, size, and growth, and computer science, and discover real-world examples of the concepts presented. Students cannot receive credit for both MAT 109 and MAT 110.

Credits 3

MAT 110 : Topics in Mathematics

A topic course designed to give students not majoring in mathematics, science or technology an appreciation of mathematics and its use in problem solving. Topics will be chosen from introductory set theory, probability, statistics, algebra, geometry and trigonometry. Students cannot receive credit for both MAT 109 and MAT 110.

Credits 3

MAT 111 : Math for Teaching and Learning I

This course provides a mathematics treatment of the fundamental concepts of problem solving, reasoning, arithmetic, numeration systems, number theory, and developmentally appropriate strategies and activities as they relate to the elementary mathematics curriculum. This course is limited to childhood & early childhood/middle childhood education majors.

Credits 3

MAT 112 : College Algebra

An advanced algebra course designed with the essential concepts for precalculus and other courses in business and computer science. Topics such as linear equations, linear equations applications, inequalities, graphing linear equations, polynomials, exponents, factoring, rational expressions, radicals and complex numbers will be emphasized. Students who completed algebra II or trigonometry in High School cannot take the course.

Credits 3

Prerequisites

Recommended: a beginning algebra course

MAT 113 : Precalculus

Designed as a pre-calculus course for those with an inadequate preparation for the calculus. Topics include: relations and functions, linear systems, quadratic equations, polynomial equations; exponential equations, logarithms, trigonometric functions and some analytic geometry. Technology will be an integral part of this course. Students who have successfully completed pre-calculus in high school cannot take MAT 113 for credit.

Credits 3

Prerequisites

MAT 112 or three years of NYS Regents high school mathematics

MAT 121 : Math For Teaching & Learning II
This course provides a mathematical treatment of the fundamental concepts of problem solving, reasoning, uncertainty, data analysis, technology, geometry, and developmentally appropriate strategies and activities as they relate to elementary mathematics curriculum. This course is limited to childhood & early childhood/middle childhood education majors.
Credits 3

MAT 201 : Calculus I
This course covers differential calculus. We begin with precalculus review incorporating parametric equations via an introduction to the computer algebra system Maple. The course covers the following topics: limits, continuity, derivatives (definition, properties, interpretation, techniques, and applications). Technology will be integrated throughout this course. Suggested preparation: four years of high school college preparatory mathematics or MAT 113.
Credits 4

MAT 202 : Calculus II
This course covers integral calculus, with topics including: antidifferentiation and indefinite integrals, Riemann sums and definite integrals, the Fundamental Theorem of Calculus, integration by substitution, applications, techniques of integration, numerical integration techniques and error bounds, improper integrals. Polar coordinates and related calculus will be included as time allows. Technology will be integrated throughout this course.
Credits 4
Prerequisites
MAT 201 or equivalent

MAT 203 : Multivariate Calculus III
The theories of the calculus of vector functions, partial differentiation, multiple integration and advanced infinite series are covered in this course. Technology will be integrated throughout this course.
Credits 3
Prerequisites
MAT 202 or the equivalent

MAT 204 : Mathematical Programming in Maple
This course is an introduction to the procedural programming language available in Maple. The topics focused on are programming concepts, such as expressions, data structures, looping and decision mechanisms, procedures, input and output, and debugging.
Credits 1
Co-Requisite Courses
MAT 201

MAT 206 : Linear Algebra
Matrix algebra, matrix solution of systems of linear equations, determinants, linear transformations, characteristic vectors, and linear programming are among the topics discussed. A wide variety of applications in other fields such as economics and the natural sciences may be included. Technology will be integrated throughout this course.
Credits 3
Prerequisite Courses
MAT 201

MAT 208 : Differential Equations
Solutions of first and second-order differential equations with constant coefficients are discussed, along with additional methods taken from power series, systems of equations, and solution of elementary partial differential equations. Applications from chemistry, biology, physics, and economics are presented. Technology will be integrated throughout this course.
Credits 3
Prerequisites
MAT 202

MAT 209 : Discrete Mathematics
An introduction to foundational mathematics required by mathematics and computer science majors. Topics include logic, methods of proof, induction recursion relations, complexity of algorithms, Boolean algebra, and an introduction to languages, grammars, and finite-state machines.
Credits 3
Prerequisite Courses
MAT 113

MAT 220 : Applied Statistics
An intuitive approach to the meaning of statistics as an interpretive tool, this course covers techniques of exploratory data analysis, probability distributions, normal distributions, statistical inference, hypothesis testing, linear regression and correlation, analysis of enumerative data, and an introduction to analysis of variance. Integrated into these topics will be an introduction to the use of computers. Suggested preparation: a beginning algebra course. Students who take this course cannot receive credit for PSY 207, PSYC 207 or ECO 215.
Credits 4

MAT 225 : Bridge to Higher Mathematics
This course will bridge the gap between introductory courses such as Calculus I and II and the higher-level courses. Its purpose is to develop facility at reading and writing correct formal mathematical reasoning. Skills will be developed by exploring topics such as: sequences and series, logic and proof, set theory, relations and functions, and number theory.
Credits 3
Prerequisites
MAT-201 , MAT-202

MAT 303 : Probability
This course covers combinatorial analysis, discrete and continuous probability theory, multivariate distributions, expectation covariants, correlation and central limit theorem.
Credits 3
Prerequisite Courses
MAT 201

MAT 304 : Mathematical Statistics
This course covers sampling techniques, decision theory, estimation, hypothesis testing, regression and correlation, analysis of variance, linear models, nonparametric statistics, and design of experiments (time permitting).
Credits 3
Prerequisite Courses
MAT 303

MAT 308 : Introduction to Modern Geometry
Axiomatic foundations of Euclidean and other geometries, introduction to non-Euclidean geometries and their models, and transformations and other approaches to plane geometry will be studied.
Credits 3
Advising Note
Suggested preparation: One college level math course.

MAT 320 : Applied Statistics II
This course will be a continuation of MAT 220, Applied Statistics I. It will introduce parametric and non-parametric statistics, sampling, probability, advanced regression models, and multi-variate statistics.
Credits 3
Prerequisites
MAT 220, PSY-207 or ECO-215

MAT 330 : Introduction to Mathematic Modeling
This course is designed to give the student an introduction to the principles and practice of mathematical modeling. Emphasis will be placed on the entire problem-solving process, which includes: problem identification; model selection or design; model implementation and erification; model revision. Possible techniques include: linear systems of equations, difference equations, differential equations, matrix algebra, linear programming, dynamic programming,
Markov processes. Particular emphasis will be placed on the use of differential equations. Throughout, students will be led to understand the scope and limitations of such models.
Credits 3
Prerequisite Courses
MAT 202

MAT 405 : Seminar
Students are expected to explore an advanced topic in mathematics and to prepare and present an individual paper/ research report to the class. Topics vary from year to year.
Credits 3
Prerequisites
Senior mathematics major

MAT 408 : Real Analysis
This course examines the real line, including its elementary topology, sequences and convergence, limits, continuity and uniform continuity, theory of integration and infinite series.
Credits 3
Prerequisites
MAT-203 , MAT-225

MAT 410 : Honors Project
Students will complete a project in an advanced topic in mathematics, preparing and presenting a paper.
Credits 3
Prerequisites
By Invitation of the Department

MAT 411 : Introduction to Abstract Algebra
Introduction to set theory, logic, and theory of numbers is followed by elementary group and ring theory with applications to polynomials and solution of polynomial equations.
Prerequisite Courses
MAT 225

MAT 420 : Topology
An introduction to point set topology, including Euclidean space, homeomorphisms, compactness, connectedness, metrics and separation axioms.
Credits 3
Prerequisites
MAT-201 , MAT-225

Music

MUS 111 : Basic Musicianship I
This course examines the structure and theory of music. The acquisition of introductory skills in music reading, sight singing and aural perception form an important part of this course. Detailed consideration is given to diatonic harmony, elementary formal structures, melodic analysis and part-writing.
Credits 3

MUS 112 : Musicianship II
This course has the same basic format as Basic Musicianship I, with more emphasis on advanced skill acquisition in harmony, theoretical practices; ear training as utilized in the common practice period. Detailed consideration will focus on representative works of the music eras.
Credits 3
Prerequisites
MUS-111

MUS 200 : Independent Study
To be arranged with faculty.

MUS 208 : Masterpieces of Music
This is a study of major compositions of the concert repertoire and their antecedent forms: orchestral music, concerto form, chamber music, solo repertoire and choral music.
Credits 3

MUS 216 : Vocal Technique/ Conducting
The study of voice through choral conducting. Basic tone production and good vocal hygiene are stressed in breath support, tone placement, and diction exercises. Emphasis placed on conducting skills, score preparation, and rehearsal techniques.
Credits 3

MUS 217 : American Musical Theatre
A survey of the American Musical from its Operetta beginnings to the late 20th Century. Detailed consideration is given to American composers and lyricists. Important stage works will be studied/viewed on a regular basis.
Credits 3

MUS 231 : Guitar
A course that teaches basic folk guitar technique. Guitar strumming, picking, note reading as well as first position chords will be covered. Basic rote song methods will be utilized in class preparation exercises.
Credits 1.5

MUS 235 : Musical Theatre Scene Study
Credits 3

MUS 248 : Topic:
Credits 1

MUS 300 : Independent Study
To be arranged with faculty.

MUS 315 : Applied Music: Instrumental
Private lessons for orchestral instruments are available for a course fee. The fee covers 10 lessons, 50 minutes each. Contact the creative and performing arts department for scheduling details.
Credits 1.5

MUS 316 : Chorus: Sage Singers
The Sage Singers is a non-audition ensemble that studies, rehearses, and performs a wide variety of choral literature. The literature studied includes major choral works and traditional choral music. With enthusiastic participation, effective rehearsals and a strong commitment to practice, students will realize a multitude of educational and aesthetic rewards. Due to an effort to provide a well-rounded concert presentation, outside practice and a few select-targeted additional rehearsals and sectionals will be needed.

Credits 1.5

MUS 318 : Applied Music: Piano
Private piano lessons are available for a course fee. The fee covers 10 lessons, 50 minutes each. Contact the Creative and Performing Arts Department for scheduling details.
Credits 1.5

MUS 319 : Applied Music: Voice
Private voice lessons are available for a course fee. The fee covers 10 lessons, 50 minutes each. Contact the Creative and Performing Arts Department for scheduling details.
Credits 1.5

MUS 400 : Independent Study
To be arranged by faculty.

MUS 405 : Senior Project
Students design and execute a Senior Recital under the supervision of the music advisor.
Credits 3

MUS 410 : Honors Project
Seniors who satisfy college and departmental standards may be invited to undertake an Honors project in place of a senior project. The expectation is that these projects are qualitatively superior to the senior project.
Credits 3

No Credit (Workshop)

NCR 070 : Reporting and Identifying Child Abuse and Maltreatment
This workshop provides training for mandated reporters, such as teachers, social workers, and medical workers. The syllabus is provided by New York State and each student participating in the course receives a copy. The New York State Education certification and licensure units require that applicants verify completion of this training. Sage's workshop is a state-approved offering and participants are provided with the necessary numbered NYS form to accompany applications for certification and licensure.
Credits 0

NCR 071 : School Violence Prevention
This workshop provides training in school violence prevention and intervention in accordance with Safe Schools Against Violence Education Act. The New York State certification and licensure units require that applicants verify completion of this training.
Credits 0

NCR 072 : DASA: School Bullying Prevention
All students should be ensured the right to attend school in an environment free from discrimination, intimidation, taunting, harassment, and bullying on school property. As of December 31, 2013, all persons seeking NYS Certification for teaching, administration and supervisory, and pupil personnel service must complete six clock hours of coursework or training in accordance with Article 2 Sections 10 to 18 of the Education Law. This training is only available from an approved New York State Education Department Provider.
Credits 0

NCR 090 : Credit for Life Experiential Learning

NCR 091 : Portfolio Evaluation

NCR 317 : Health Education Standards WS
In addition to covering the New York State Health Education Leaning Standards this workshop provides information for the purpose of preventing child abduction as well as preventing alcohol, tobacco and other drug use. Moreover, safety education as well as fire and arson prevention are presented. The content of this workshop satisfies Education Law sections 803-a, 804, 806, ad 808 as required for certification in New York State.
Credits 0

Nursing

Accreditation

Russell Sage College is accredited by the Middle States Association Commission on Higher

Education. The Department of Nursing is a member agency of the American Association of Colleges of Nursing, the National Organization of Nurse Practitioner Faculties, the National League for Nursing, and the Council of Deans of Nursing in Senior Colleges and Universities in New York State. The baccalaureate and master's degree programs in nursing at Russell Sage College are accredited by the Commission of Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C., 20036, (202) 887-6791. All nursing programs are registered with the New York State Education Department.

The Nursing program has been a participant in the John A. Hartford Foundation Baccalaureate Program Partner for dissemination of Best Nursing Practices in Care for Older Adults.

Mission

The Mission Statement of the Department of Nursing is to provide and promote baccalaureate, graduate, and doctoral nursing education in an environment that emphasizes the development of individuals as professional nurses with a vision of their own power, and a clear sense of self and their professional role. The department endeavors to prepare graduates who are critical thinkers, who utilize, transmit, and develop new knowledge through systematic models of scholarly inquiry, and who demonstrate a commitment to lifelong learning. Preparation for excellence in nursing practice is achieved through the integration of arts and sciences, humanistic concern for the health and well-being of others, and an awareness and appreciation of cultural diversity in a pluralistic society. Russell Sage College strives to prepare graduates who are assertive and practice client advocacy, enabling clients to maximize their own potential. The global and technological context in which the nursing profession continues to evolve is emphasized, with the expectation that our graduates will assume leadership roles as both professionals and citizens striving to influence health care delivery, nursing education, and the welfare of society.

Program Characteristics

Students in the nursing program leading to a Bachelor of Science degree follow a suggested program of study (course plan) which is based on full-time study. Nursing student scholarships and loans are available. Professional courses (NSG) start in the junior year and continue through the senior year. Clinical experiences are available at Capital District organizations such as Albany Medical Center; St. Peter's Health Care; Albany Stratton VA Health Center; Visiting Nurses Associations; Albany, Schenectady and Rensselaer County Health Departments; the Capital District Psychiatric Center; Bellevue Women's Center; Seton Health System; Ellis Hospital; Northeast Health; and a variety of other health agencies.

Academic Standards

The Nursing Department requires the following academic standards:

- For all students, the overall cumulative grade point average (GPA) must meet the college standards.
- Admission to the Nursing program, either as a new student to the College or as a continuing student declaring Nursing as a new major, requires a major GPA of 3.000 for all coursework required for the Nursing program.
- Students must receive a grade of "C" or higher (2.000) in all NSG Nursing course
- Students must maintain a Nursing major GPA of 3.000 (all nursing and required support courses) to progress
- Student progress in the Nursing program is reviewed at the end of each semester by the program's undergraduate Academic Standards Committee.
- A student whose nursing cumulative GPA is below a 3.000 may be put on probation in the Nursing major for the next semester and will not be permitted to progress in the Nursing course sequence.
- Students may only be on probation once while in the Nursing program and may only repeat one Nursing course.
- Students will not be permitted to begin any NSG courses without a major GPA of 3.000 in the required supporting courses.
- A withdrawal after the end of the Add/Drop period is considered an attempt of a course. Students are only allowed to repeat (second

attempt) any Nursing course once or at the discretion of the program director.

Failure to meet academic standards and/or probation requirements may result in dismissal from the Nursing program (i.e., students will be required to select a different major if they wish to continue at Sage).

Policies related to Academic Standards such as probation, dismissal, and readmission and the Code of Conduct can be found, in detail, in the Nursing Department Student Handbook.

Clinical Laboratory Requirements

Students are responsible for providing their own transportation for clinical experiences. Students are required to carry liability insurance and have a current physical examination including immunizations and titers. Hepatitis B immunization is required prior to clinical experience. This health clearance is required for each clinical semester. Cardiopulmonary resuscitation (CPR) certification is required of all students before entering sophomore clinical courses and must be current for all clinical courses. Students may not attend clinical unless cleared and are responsible for costs incurred for clinical make-up related to not meeting these requirements. A $40.00 fine will be assessed to students whose health clearance information is not received in the Nursing Department in a timely manner. Students are financially responsible for costs associated with learning modules, standardized tests, and certain laboratory experiences/ equipment.

Current Sage Students Who Wish to Request a Major Change to Nursing

Admission to the Nursing program as a continuing student declaring Nursing as a new major requires a cumulative GPA of 3.000 for all coursework required for the Nursing program. Requests for major changes to Nursing are only reviewed twice a year, at the end of the fall and spring terms. Sage students must contact the Office of Academic Advising (academicadvising@sage.edu) for more details on this process. Note: qualified candidates may be denied admission to the program if space is not available.

Graduates of Baccalaureate or Associate Degree Programs or Transfer Students

A person with an earned baccalaureate or associate degree - in a discipline outside of nursing - may enroll in the Nursing program, transferring in up to a maximum total of 66 credits.

Graduates of Registered Nurse Programs

A Registered Nurse (RN) who has matriculated at Russell Sage College prior to Spring 2003 may complete the Bachelor of Science degree, with advanced standing. Advanced standing is granted for the successful completion of examinations or by validation from approved courses taken at other colleges. Registered nurses earn a BS degree on a full-time or part-time basis. The program features scheduling so that the students may continue employment. Registered nurses interested in beginning baccalaureate coursework should apply to the Russell Sage College RN/BS program in Sage's School of Professional and Continuing Education (SPCE). A nursing student works closely with a nursing advisor to plan the program of study.

NSG 201 : Theoretical Basis of Nursing

The focus of this course is to assist students in developing an understanding of the roles of professional nurse within the current social, economic, psychological, political and philosophical climate. The student identifies the autonomous and collaborative components of nursing practice within the health care delivery system. Concepts which contribute to professional development such as critical thinking, communication, accountability, ethics, and legalities are explored. Students trace the historical evolution of the profession from its early beginnings to current theories of nursing and identify the value of research to the future of nursing and health care. A conceptual framework is utilized. This course counts as a wellness distribution course for general education.
Credits 3

NSG 207 : Health Assessment and Promotional Strategies
The focus of this course is on the development of assessment and critical thinking skills needed by the nurse in the data collection and includes communication and interviewing, nursing history, vital signs, interpretation of routine laboratory date, and the physical examination. Opportunities will be provided for skill development in communicating effectively and in a caring manner while collecting and recording subjective and objective data, identifying factors that present health risks or actual overt alteration in functional patterns and health status, developing outcome and interventions related to the helping and teaching domains of practice, and documenting all aspects of the nursing process are covered. A conceptual framework is utilized. Open only to matriculated students in the BS in Nursing program who have attained a minimum nursing major GPA of 3.000. [Theory: 38 hours; College Lab: 25 hours]
Credits 4
Prerequisites
BIO 201, BIO 202, BIO 208, CHM 103 (or CHM 111 or PHY 101), PSY 101, and SCI 120.
Corequisites
NSG 207L, NSG 207R

NSG 207 coreqs : NSG 207L & NSG 207R
NSG 207 Lab and NSG 207 Recitation are taken in the same term with NSG 207 Lecture.
Credits 0

NSG 212 : Nursing Concepts I
This course focuses on individualized interventions related to the prevention and alleviation of common health problems in the client experiencing alterations in functional health patterns. In simulated and actual clinical settings the student practices in a professional role while utilizing critical thinking skills in an environment that values the concept of caring. The focus on implementation of care reflects cultural, developmental level for adults (older adult/Hartford Geriatric Curriculum), and advocacy needs of the client using the application of Benner's domains of practice. A conceptual framework is utilized. Open only to matriculated students in the BS in Nursing program who have attained a minimum major GPA of 3.000.[Theory: 25 hours; Clinical: 80 hours]
Credits 5
Prerequisites
BIO 201, BIO 202, BIO 208, CHM 103 (*or* CHM 111 or PHY 101), PSY 101, and SCI 120.
Corequisites
NSG 212L, NSG 212R

NSG 212 coreqs : NSG 212L & NSG 212R
Corequisites: NSG 212L Clinical (80 hours minimum) & NSG 212R Recitation are taken in the same term with NSG 212 Lecture.
Credits 0

NSG 267 : Honors Ill-Behaved Women: Nursing and Literature
This interdisciplinary honors course takes as its focus the history and portrayal of nursing and nurses in literature, with a particular emphasis on the nineteenth- and twentieth-centuries. From the religious orders of women who preceded Florence Nightingale in serving the ill and infirm to the empowerment of women in nursing currently, the course explores the field of nursing from its origins to current time. The challenges and opportunities that nursing presented for diverse women will be analyzed by considering the ways in which gender, race, and class shaped and continue to shape their work experiences. Students will analyze the role of nursing in a variety of text selections, including historical literature, biographies and first-person accounts of leaders within the nursing profession, selected essays and fiction, as well as film excerpts. The course emphasizes the important contributions that women have made in the development of the field of nursing, including creating an awareness of the profession through literary production.
Credits 3

NSG 323 : Nursing Concepts II
The purpose is to identify, clarify, and conceptualize pathological changes in major health problems across the lifespan which provides a theoretical base for the nurse in the Benner's domains of practice. The concept of caring is reflected in the seeking of knowledge regarding pathophysiology and nursing interventions. Using a student-centered learning environment, students have an opportunity to demonstrate critical thinking skills in applying pathophysiological and nursing principles. Students integrate theory into the care of the acutely ill client in practice settings. A conceptual framework is utilized. [Theory: 50 hours; Clinical: 80 hours]
Credits 6
Prerequisites
NSG 201, NSG 207, & NSG 212
Corequisites
NSG 323L, NSG 323R

NSG 325 : Family Community Health Nursing I
This course assists students in examining factors that promote health or act as barriers to health across the life span. Students will explore multidimensional factors including culture, religion, and economics that influence health behaviors. Clinical experiences in a variety of community settings will provide students with knowledge to develop and implement specific health promotion strategies using a dynamic interdisciplinary approach. Application of learning theory will be applied to groups in the community.[Theory: 25 hours; Clinical: 40 hours]
Credits 3
Prerequisites
NSG 212
Corequisites
NSG 325L

NSG 326 : Psychiatric Mental Health Nursing
This course is designed to refine students' communication skills and therapeutic use of self for application with clients who are experiencing behavioral difficulties in living. Theory and practice in psychiatric-mental health nursing is directed toward the development of skill and comfort in intervening with these clients. Theory consists of content related to emotional/ mental disorders with the expectation that the student applies this knowledge in the practicum. The course examines clients across the life span, with emphasis on the adult, and from various socio/cultural backgrounds. Primary focus is on the nurse/client individual relationship. Students collaborate with other health care providers, and accountability and clinical judgment are emphasized. [3 theory/classroom credits with 1 clinical credit].
Credits 4
Prerequisites
NSG 212 and PSY 202 (or PSY 208)
Corequisites
NSG 326L

NSG 331 : Contemporary Professional Nursing Practice

This course is an overview of nursing role development, professional values and the hallmarks of professional practice environments that are based on nursing knowledge, clinical quality care and evidenced based decision making. Students use critical thinking and theoretical knowledge to further develop cognitive and communication skills in nursing theory, research, leadership, advocacy, and accountability. The ANA Standards of Clinical Nursing Practice and AACN/AONE reports serve as benchmarks for professional practice.

Credits 4

NSG 332 : Assessment for Health Promotion & Risk Reduction

Focus of this course is on the development of assessment and critical thinking skills needed by the nurse in the data collection phase of the nursing process and includes nursing history, vital signs, interpretation of routine laboratory data, and the physical examination. Opportunities will be provided for skill development in communicating effectively and in a caring manner, while collecting subjective and objective data, identifying factors that present health risks or actual overt alteration in functional patterns and health status, developing outcomes and health promotion and risk reduction interventions related to the helping and teaching coaching domains of practice, and documenting all aspects of the nursing process.

Credits 3

Prerequisites

BIO 201 & BIO 202

NSG 333 : Nursing Concepts III

The purpose is to identify, clarify, and conceptualize advanced pathological changes in major health problems across the lifespan which provides a theoretical base for the nurse in the Benner's domains of practice. The concepts of caring is reflected in the seeking of knowledge regarding pathophysiology and nursing interventions. Using a student-centered learning environment, students have an opportunity to demonstrate critical thinking skills in applying pathophysiological and nursing principles. Students integrate theory into the care for the acutely ill client in practice settings. Students develop and expand their clinical judgement and skills in selected domains of practice. A conceptual framework is utilized. Offered Fall and Spring. [Theory: 50 hours; Clinical: 80 hours]

Credits 6

Prerequisites

NSG 201, NSG 207, NSG 212, NSG 323, NSG 325

Corequisites

NSG 333L

NSG 345 : Nursing Pharmacology

The major focus of this course is on the scientific application of drug actions and their effect on an individual's wellness/illness state across the lifespan. This course enhances the students' critical thinking abilities related to pharmacological concepts within a caring framework. Drug classifications are presented, analyzing pharmacokinetics and pharmacodynamics, within a framework of an individual's physiological and psychological functioning. Socioeconomic concerns, cultural diversity, age-related changes, legal constraints and ethical issues related to drug therapy are explored. Nursing GPA of 3.000 required to enroll.

Credits 3

Prerequisites

NSG 201, NSG 207, NSG 212

NSG 355 : Reproduction and Sexuality

This course provides in-depth coverage of health care concepts with nursing applications. This course provides continuing opportunities for development of clinical judgement skills. The course lends itself to a concept-based approach. This course examines the nursing role in the maintenance and restoration of the family during the childbearing, and child rearing phases of family development. Students are encouraged to explore interactions which contribute to the family's functioning and interaction with the community. Caring is the overriding construct which directs interventions identified in the domains of helping, teaching-learning, and diagnostic-monitoring of therapeutic regimes. Offered: Fall and Spring. [Theory: 30 hours; Clinical: 80 hours]

Credits 4

Prerequisites

NSG 201, NSG 207, NSG 212, NSG 323, NSG 325

Corequisites

NSG 355L

NSG 402 : Comm/Publ Hlth Nsg in Chng Wld

This course introduces the epidemiological process as a basis for understanding health and nursing in the community. The course emphasizes application of community theory, health promotion, and family theory in an epidemiological framework to health care on an individual, family, population and global level. The course assists students to examine health through community assessment and group teaching processes, with particular attention to the needs of vulnerable populations. Offered Spring. [Theory: 52 hours; Clinical: 80 Hours]

Credits 4

Prerequisites

NSG 331, NSG 332

Corequisites

NSG 402L

NSG 402L : Community & Public Health Lab

To be taken with the NSG 402 lecture course (4 credits)

Credits 2

Corequisites

NSG 402

NSG 404 : Leadership in Professional Nursing
This course is designed to integrate the professional concepts of nurse, environment, person, and health as they apply to the domains of practice across a variety of health care settings. Students will examine the contributions made by effective leadership/management to the client's experience of the health care system and its complexities. Students will draw upon previous knowledge and nursing experience, integrated with nursing theory and research, to manage the care of clients. Offered Spring semester. [Theory: 25 hours; Clinical: 40 Hours]
Credits 3
Prerequisites
NSG 331, NSG 332, NSG 402
Corequisites
NSG 404L

NSG 405 : Leadership/ Management in Nursing
The baccalaureate graduate, as a professional practitioner, assumes responsibility for planning, delegating, supervising, and evaluating nursing care given by other staff in health care agencies. The nature of organizations, the behavior of individuals and groups in the organization, patterns of delivering care in various health care settings, and the evaluations of services are explored. A major focus is developing clinical judgment in the domains of monitoring and ensuring quality of health care practice and organizational work role competencies. [Theory: 25 hours]
Credits 2
Prerequisites
Completion of 87 or more credits

NSG 409 : Prof. Role:Challenges and Issues
The development of the baccalaureate nurse's commitment to and leadership in the profession of nursing is the emphasis of this course. Emphasis is on professional responsibility for helping to shape the future of health care, for advancing human caring as a public agenda, and for influencing developments within the profession. In seminar discussion, students investigate and analyze the impact of specific professional, ethical, political, social, legal, and economic issues in nursing and health care. [Theory: 25 hours]
Credits 2
Prerequisites
Completion of 87 or more credits

NSG 425 : Family and Community Health II
The epidemiological prevention process, community theory and family theory provide the basis for nursing care in the community. The course emphasizes application of this knowledge base to improve the health of the community. The course emphasizes application of this knowledge base to improve the health of the community through program planning and effective use of the health care resources. Emphasis will be placed on achieving positive outcomes of nursing management for individuals, families, and specific population groups through dynamic interdisciplinary practice. Offered Fall and Spring. [Theory: 30 hours; Clinical: 80 hours]
Credits 4
Prerequisites
NSG 201, NSG 207, NSG 212, NSG 323, NSG 325
Corequisites
NSG 425L

NSG 448 : Topics in Nursing
A series of evolving topics and concepts in nursing. Current topics will reflect national health trends, relevant practice issues, and implications for the nursing profession.
Credits 3
Prerequisites
For students enrolled in the RN-BS major program.

NSG 450 : Transitions in Professional Practice

This capstone course is designed to help the student synthesize the concepts of nurse, environment, person, health and caring as they apply to the domains of nursing practice in various health care settings. Students will examine the clients total experience of the health care system and its complexities to support culturally sensitive care within a diverse environment. Complex dimensions of the domains of practice will be analyzed with implications for the graduate leadership roles. By synthesizing knowledge of nursing theory/ research, and previous practice, students will make the initial transition to professional practice models. Certification preparation is incorporated in seminars. Offered Fall and Spring. [Theory: 18 hours; Clinical: 240 hours] (6 seminars, 3 hours/seminar)

Credits 8

Prerequisites

NSG 201, NSG 207, NSG 212, NSG 323, NSG 325, NSG 326, NSG 333, NSG 355, NSG 425

Corequisites

NSG 450L

NSG 558 : Paradigms & Perspectives of Advanced Practice Nursing

- See Graduate Catalog: https://grad-catalog.sage.edu/nursing/nsg-558

Credits 3

NSG 559 : Nursing in a Sociopolitical-Environment

- See Graduate Catalog, https://grad-catalog.sage.edu/nursing/nsg-559

Credits 3

Nutrition

Program Philosophy

The Nutrition Science program, because of its small size, encourages the exchange of ideas and information among students and between students and faculty to enhance the learning process. The faculty members recognize that students develop personally and professionally as they experience the scientific, management and liberal studies approaches to problem identification and solution. The faculty encourages students with diverse talents and backgrounds to enter the Nutrition Science program.

Program Mission

The mission of the Nutrition Science program is to provide students with an opportunity to study the foundation knowledge of nutrition, food science, and food service management within a small, private, liberal arts college.

Program General Goal

The goal of the Nutrition Science program is to present educational opportunities that will prepare students with knowledge of nutrition, food science, and food service management. Students will be provided with learning opportunities to develop the basic knowledge and skills necessary to support quality nutrition services for individuals, groups, and communities.

Approval Status

The Didactic Program in Dietetics (DPD) at Sage is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), a specialized accrediting body recognized by the Commission on Recognition of Post-Secondary Accreditation and the United States Department of Education. The address and phone number of ACEND are: 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (800) 877-1600, ext. 5400.

An undergraduate major in Nutrition Science coupled with an ACEND-accredited Dietetic Internship (DI) and success on the Commission on Dietetic Registration (CDR) examination will lead to Registered Dietitian (R.D.) status. Graduates of Russell Sage College's Nutrition Science major have an above average pass rate on the CDR registration examination. For RD exam pass rates go to: http://www.sage.edu/academics/professional_exams/.

The Nutrition Science major also meets the educational requirements of the New York State Department of Education for certification in New York State as a Certified Dietitian, Certified Nutritionist or Certified Dietitian/ Nutritionist (CDN). Additional experience and examination requirements are needed for this credential.

An Accredited Dietetic Internship at Russell Sage College

Russell Sage College offers post-baccalaureate accredited dietetic

internships in the Russell Sage College Graduate Schools. Matriculated students are eligible to apply for early admission (pre-select) to the post-baccalaureate Dietetic Internship offered at Russell Sage College Graduate Schools. Students chosen for this special program reserve a position in the internship class nearly one year in advance of regular admissions. They must maintain an overall GPA of 3.300 and a nutrition coursework GPA of 3.500. Students apply to this program at the end of the junior year. The DI can serve as the experience requirement for the CDN credential as well as the RD credential. Admission requirements and a description of the dietetic internship at Sage can be found in the Russell Sage College Graduate Schools catalog.

Other

Graduates of the Nutrition Science major at Sage can find careers in dietetics, medicine, nutrition education and health promotion, the food industry, and sports nutrition. Graduate degrees received by Nutrition Science majors include MS/MA, M.B.A./M.P.H., M.D., and Ph.D. Graduates have received appointments at accredited Dietetic Internships throughout the country including Dallas, TX, Boston, MA, Baltimore, MD, and New York City.

The College's ACEND representative will verify completion of the DPD for all Sage's successful degree candidates who have earned a "C" or better in all nutrition science courses (including HUM 201), and who have an overall GPA of 2.800 or above.

Program Notes

- Students are required to become members of the Academy of Nutrition and Dietetics (AND) during their junior year (Annual Dues = $58).
- Students are expected to complete 24 hours of nutrition-related community service at approved sites listed in the Nutrition Department's Student Handbook.
- To earn ACEND verification, students must have a major GPA of 2.800 or above and must earn a "C" or better (2.000) in HUM 201 and all NTR courses.

NTR 201 : Foundations of Nutrition Science
This course provides an integrated overview of the physiological requirements and functions of carbohydrates, proteins, lipids, vitamins and minerals and their relevance to health and disease in human populations. The role of energy intake and dietary choices in the development of chronic diseases, such as obesity, cardiovascular disease, cancer and diabetes are also discussed. Throughout the course, students will be introduced to the dietetics profession and begin to establish their own career goals. An experiential learning project is incorporated.
Credits 4

NTR 209 : ServSafe Essentials
In this course students will gain knowledge from the industry standards in food safety training on all aspects of handling food, from receiving and storing to preparing and serving. (Cross-Listed with NCR 210)
Credits 1

NTR 211 : Introduction to Food Science
The basic chemical, physical, and biological principles of food production are examined with the objective of maintenance of optimal nutritional and aesthetic qualities. Laboratory and lecture.
Credits 4
Prerequisites
NTR 201 or SCI 120
Corequisites
NTR 211L

NTR 313 : Management and Leadership in Nutrition & Dietetics
This course explores the principles of leadership and management as they apply to the functions and operations of nutrition programs and services and personal leadership style. Students will examine managerial processes and the skills required to effectively manage both people and tasks in diverse nutrition settings while also gaining an appreciation for organizational structure, HR processes, and budget development and management.
Credits 3
Prerequisites
SCI 120 or NTR 201
Corequisites
SCI 120 or NTR 201

NTR 314 : Food Service Systems Management

This is a practical study of the preparation and management processes required in large-scale feeding operations. Students will apply theories to planning, preparation, and execution in quantity food production situations, including menu planning, purchasing, facilities, finance, safety and sanitation.

Credits 3

Prerequisites

Take previously or concurrently: NTR 211 & NTR 313.

NTR 325 : Community Nutrition

Community nutrition is a discipline that strives to improve the nutrition and health of individuals and groups within communities. This course explores the role and responsibilities of the nutrition professional in the community. Community, state, and national food and nutrition programs and services will be discussed with emphasis on program goals, target audiences and policy formation. The course also expores program development via assessing needs, developing objectives, implementing interventions and evaluating programs.

Credits 4

Prerequisites

SCI 120 or NTR 201

NTR 348 : Selected Topics in Nutrition

NTR 400 : Independent Study

NTR 401 : Nutrition Metabolism I: Macronutrients

The functions of the three categories of macronutrients in the human organism for normal nutrition are explored. Emphasis is placed on interactions and interrelationships of the nutrients at the organism and cellular levels. The rationale for dietary goals and determination of human nutrient needs are explained. Relevance of nutritional needs/problems will be discussed.

Credits 3

Prerequisites

BIO 201, BIO 202, CHM 104 or CHM 201, and NTR 201

NTR 402 : Advanced Food Science

This course analyzes the chemical and physical changes in food components during production, processing and preservation using instrumental and qualitative techniques. Methodological and statistical issues in food science research are discussed. Current research pertinent to food science is examined.

Credits 4

Prerequisites

NTR 211 and CHM 104 or CHM 201

Corequisites

NTR 402L

NTR 403 : Nutrition Metabolism II: Micronutrients

Continuation of Nutrition Metabolism I: Macronutrients. The functions of the micronutrients (vitamins and minerals) in the human organism for normal nutrition are explored. Emphasis is placed on interactions and interrelationships of the nutrients at the organism and cellular levels. The rationale for dietary goals and determination of human nutrient needs are explained. Relevance of nutritional needs/problems will be discussed.

Credits 3

Prerequisites

BIO 201, BIO 202, CHM 104 or CHM 201, and NTR 201

NTR 404 : Medical Nutrition Therapy I

This course is designed to apply the principles and theories of both normal and aberrant metabolism to the practice of diet therapy. Research and reference resources relating to the practice of medical nutrition therapy are explored. Maternal, infant, and child nutritional needs are also included in the course. A community nutrition project is required. (Formerly known as "Medical Nutrition Therapy")

Credits 4

Prerequisites

BIO 201, BIO 202, & NTR 201

NTR 407 : Nutrition Counseling Across Life Span
This course examines nutrition across the lifespan from both a biological and psychosocial perspective. The impact of nutrition on preconception, pregnancy, lactation, infancy, childhood, adolescence, adulthood, and aging will be studied. For every phase of life, normal growth and development, nutrient needs, nutrition assessment, and counseling techniques will be discussed. The course provides students with the basics of interviewing and counseling methods and techniques. Intensive experience in applying nutrition counseling techniques will be incorporated.
Credits 3
Prerequisites
NTR-201, PSY-101

NTR 417 : Medical Nutrition Therapy II
This course examines the etiology and current medical management of diseases where diet modifications are prescribed in the treatment of the patient. An examination of the nutritional concerns of the elderly is included in this course. A community nutrition education project is required. (Formerly known as "Nutrition and Human Disease")
Credits 4
Prerequisites
NTR 404

NTR 422 : Current Issues in Nutrition
This course examines current significant topics in the study of nutrition science and dietetics practice. Topics may include third party reimbursement issues, professional perspectives practices, food/nutrition legislation, and alternative health care practices. The curriculum will vary with the currency of the topics. (Cross-listed with NTR-522)
Credits 3
Prerequisites
Completion of 87 or more credits.

Philosophy

PHL 201 : Introduction to Philosophy
An introduction to the nature of philosophic inquiry through the study of several outstanding figures in the history of philosophy. We will examine and evaluate the responses of such philosophers as Socrates, Plato, Descartes, and Hume to problems of reality, mind, knowledge, and value.
Credits 3

PHL 204 : Comparative Religion
A survey of beliefs in the major world religions, both past and present.
Credits 3

PHL 206 : Ethics
An introduction to ways of reasoning concerning our value system and moral views. Students will be encouraged to think rationally about concepts and problems in ethics and to understand what is involved in taking a moral stand on an issue. Contemporary problems as well as classical ethical theories will be studied and discussed.
Credits 3

PHL 209 : Critical Thinking
This course is designed to enable the student to think critically in order to avoid fallacies in reasoning and to arrive at logically sound conclusions in argumentation. The emphasis will be on detecting informal fallacies in logic, and semantics as they appear in advertising, political propaganda, and debate, as well as learning to construct rational arguments. The course is also concerned with how creative thinking occurs and the ways in which it can be fostered.
Credits 3

PHL 211 : Myth, Religion and Art
An exploration of three distinct and perhaps unique ways in which human beings respond to the world. Students will study myths, religion, and art as symbolic forms which express feelings and aspirations, offer psychological insights, and expand our perceptions, interpretations, and understanding of the world.
Credits 3

PHL 220 : Perspectives on Nature
This thematic course examines the concept of nature and our self-understanding, as human beings, in relation to nature. To what extent are humans a part of nature? To what extent are humans separate from nature? Multiple ways to understand nature are considered, both in historical and cultural contexts. Attention will also be given to some contemporary environmental ethical issues that arise from these differing perspectives on nature.
Credits 3

PHL 230 : Ways of Thinking
There are multiple ways of viewing, interpreting, and participating in the world. This course explores some of these alternative modes or ways of being in the world. Attention will be given to mythological-religious, ethical, aesthetic, and scientific consciousness as different approaches to understanding the world. Characteristics unique to each mode of thought, as well as qualities which connect these modes of thought, will be examined. Both the strengths and limitations of each perspective will be considered.
Credits 3

PHL 235 : Biomedical Ethics
Credits 3

PHL 248 : Special Topics in Philosophy
Under this heading the Philosophy Program will occasionally offer special courses in philosophy and religious studies not otherwise covered in the curriculum. The course may focus on a particular philosopher or theologian, on a selection of thinkers, on a theme, or on a topic of philosophical or religious studies interest. A description of the course being offered will be provided to students in advance. The course may be taken for credit more than once provided the topic varies.
Credits 3

PHL 270 : Biomedical Ethics
An introduction to ethical reasoning via contemporary moral problems in medicine and health care such as the following: death and dying; birth and reproduction; research on human subjects, embryos, and animals; and health care inequality. This course covers the dominant theoretical approaches in medical ethics as well as influential critiques of these approaches. Students will be encouraged to analyze philosophical arguments and to articulate and defend their own positions on the issues studied.
Credits 3

PHL 275 : Critical Issues in Contemporary Culture
This interdisciplinary course brings together literary, cultural, and critical texts from a range of disciplinary perspectives to examine a current issue in contemporary culture. Students work at the intersections of literary study, philosophy, history, geography, sociology, and various other fields relevant to one critical issue that provides the topical focus for the semester. Possible topics include but are not limited to: Environment and Ecology; Gender and Sexuality; Displacement and Mobility; and Critical Race Studies.
Credits 4

PHL 340 : Beauty and the Philosophy of Art
What is art? What is beauty? This course examines theories of art and beauty in order to understand the importance of these dimensions of human life. Attention will be given to classical and contemporary writings on art and to art forms such as painting, sculpture, architecture, dance, music and film. The influence of art on culture will be considered.
Credits 3

PHL 341 : Values in Life & Work: Applied Ethics
To live is to care. This course applies ethical reasoning to examine the values present within the contexts of life and work. The relationship between the individual and collective values will be considered. Emphasis will be given to the role of values in selected social controversies and in several career settings. Examples of social issues are: environmental policy, treatment of animals, privacy and security, abortion, discrimination, crime and punishment, sexual behavior, war and peace, and wealth distribution. Examples of career settings are: health care, business, education, law, and public service.
Credits 3

PHL 348 : Selected Topics
Credits 3

Physical Education

Conceptual Framework

The mission of the Esteves School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, who value diversity, who are reflective, and who are knowledgeable about best practices. Therefore, we ask Sage educators, counselors, and leaders to consider two essential questions throughout their studies and field experiences: Who am I in the lives of those with whom I work? Who am I in the life of my educational community? We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.

The motto, "To Be, To Know, To Do," informs the educational purpose of Russell Sage College, where the common effort is to translate learning into action and application, within a framework that recognizes the obligation of educated persons to lead and serve their communities. In the School of Education, this motto is extended to form the basis for our programs.

Conceptual Framework: An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. T-BIRDS the key concepts of the conceptual framework:

- Technology: a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
- Best Practices: the pedagogical knowledge, skills and practices that have been shown through research and evaluation to be effective and/or efficient and that candidates use to teach all learners.
- Inclusion and Diversity: the ability to collaborative and team with other professionals in developing and implementing strategies to accommodate diverse learners; the ability to develop solutions that will enhance the learning experiences of all children; and, the ability of candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.
- Reflection: the ability to reflect and assess one's own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.
- Dispositions: the demonstration of respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.
- Service Learning: the strategies that integrate meaningful community service with instruction and reflection to enrich children's learning experience, teach civic responsibility, and strengthen communities.

These elements are interrelated and integrated to prepare teacher candidates to assume roles as reflective facilitators of learning, combining knowledge and skills to exemplify those qualities and dispositions that characterize effective teachers.

Academic Standards

- Admission: admission to physical education program requires a cumulative GPA of 2.750 or higher.

- Graduation: cumulative GPA of 3.000 or higher and a major GPA of 2.750 or higher is required for graduation.
- The School of Education requires all students to subscribe to Live Text, an electronic portfolio system.

School of Education Attendance Policy

While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the School of Education should be aware that missing 1/4 or more of class sessions MAY result in AUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

HED 541 : Nutrition and Physical Fitness

Students will examine the reciprocal nature of nutrition and physical fitness in health. The student will be taught content and specific strategies for working with various populations.

Credits 3

PED 110 : Intro to PED, Rec, & Sports Prof

This course is designed to provide an understanding of the allied professions within physical education and physical activity. In addition to a history of physical education, this course will provide the student with an introduction to the Skill Theme and Movement Concept method of teaching. The student will examine using the three concepts of space awareness, effort, and relationships to analyze both skilled and unskilled movements, explore the relationship of concepts to various skill themes, and apply the concepts in order to plan and implement developmentally appropriate instruction in physical education. Further emphasis will be placed on developing an applied understanding of both "how" and "what" to teach in elementary physical education that will help children to begin to acquire the fundamental competencies needed to successfully participate in physical activities they will pursue as adolescents and adults. Field experience with K-6 children is a component of this course.

Credits 3

PED 215 : Fitness Activities in Physical Education

This course exposes students to various Fitness-based content that are typically presented to students in a K-12 setting as well as are available in the recreation profession. Topics are to include, but are not limited to Zumba, Yoga, and other Fitness-based activities that are relevant at the time of the course being offered. Students will demonstrate physical competency for each topic covered. Students will be required to complete FitnessGram assessment within the course.

Credits 0.5

PED 217 : Current Trends & Activities in PE & Recreation

This course will prepare students in the physical education and recreation field of study to be current on a variety of games, activities, concepts, and advocacy issues that are pertinent to their future careers. While the main focus will be on the competency level of the student, the student will be required to research and present on various 'current events' in physical education and recreation. This course content may be different from semester to semester based on the landscape in physical education and recreation. Students may only take the course once for credit.

Credits 0.5

PED 219 : Skill Themes & Conc Rel to NASPE Standards
This course is designed to provide an understanding of the skill theme approach to children's physical education curriculum, based on skill themes, concepts and generic levels of skill proficiency. Emphasis will be placed on developing an applied understanding of both "how" and "what" to teach in elementary physical education that will help children to begin to acquire the fundamental competencies needed to successfully participate in physical activities they will pursue as adolescents and adults. Field experience with K-6 children is a component of this course.
Credits 3

PED 225 : Concepts of Fitness & Wellness
Students will develop a deeper understanding of the relationships among physical activity, wellness, lifestyle management and the eight dimensions of wellness. In addition to behavior change theory and the role it plays in changing an individual's approach to physical and mental well-being, emphasis will be placed on health-related fitness components including, muscular strength and endurance, flexibility, body composition, and cardiorespiratory fitness as well as health issues and problems as they relate to the individual and cultures. Note: Students may not receive credit for both HSC 215 and PED 225.
Credits 3

PED 240 : Sports Medicine
The purpose of this course is to provide an introduction to the field of Athletic Training. The course will introduce the performance domains of an athletic trainer including: strategies for prevention of athletic injuries, the recognition, evaluation and assessment of injuries, immediate care and rehabilitation. Human anatomy will be a major course component.
Credits 3

PED 303 : Tactics/Skills & Invasion/Target Games
Candidates will participate in invasion and target games to gain an understanding of tactics and strategies necessary for effective game play. Course will include grid activities, methods for closing and opening space and teaching for effective decision making during game play. Restricted to Physical Education Teaching Majors.

Credits 3

PED 304 : Tactics/Skills: Net/ Wall & Field/Scoring
Candidates will participate in net/ wall and striking/fielding games to gain an understanding of tactics and strategies necessary for effective game play. Course will include methods for teaching effective decision making during game play. Restricted to Physical Education Majors.

Credits 3

PED 305 : Teaching Rhythms and Dance
This course is designed to present skills, methods and class procedures which will assist the teacher candidate in developing skills to teach rhythms and dance skills in a K-12 setting. Restricted to Physical Education teaching majors.

Credits 1

PED 308 : Movement Education & Educational Gymnastics
This course provides candidates with foundational, knowledge of teaching techniques that foster creative movements. Candidates will apply movement concepts to various balancing and gymnastic skills. This class requires active participation where candidates participate in movement lessons.

Credits 0.5

PED 310 : Measurement and Eval in PED
This course examines various ways to evaluate motor abilities, fitness skills and cognitive abilities with developmental understandings. Students will learn formal assessment strategies as well as performance assessment rubrics to evaluate individuals' progress. Documenting program compliance with standards and evaluating program effectiveness will be ancillary foci of the course.
Credits 3

PED 311 : Instructional Strategies Elementary PED

This course involves the study and application of theories of development and instruction with particular attention to the goals and values of a well-planned and executed physical education program for children in grades K-6. Candidates will acquire the skills and knowledge necessary for teaching physical education in the elementary, school setting. A minimum of 30 hours of field experience is required with individuals age 13 or below. Restricted to Physical Education Teaching majors.

Credits 4

PED 312 : Instructional Strategies Secondary PED

This course addresses specific instructional needs and techniques relative to the development and delivery of physical education programs designed for students in grades 7-12. Candidates will explore current concepts and trends in secondary physical education and demonstrate the ability to plan and implement a physical education program designed to meet the needs of middle school and high school youth. A minimum of 30 hours field experience is required with individuals above the age of 12. Restricted to Physical Education Teaching majors.

Credits 4

PED 319 : Teaching Methods Clinic: Team Sports

The purpose of this course is to provide learning experiences that will lead to skillful performance in a variety of team sports. The course will focus on implementing the stages of skill development emphasizing skill acquisition, extension, refinement and application tasks of sports which are included in a K-12 Physical Education curriculum. Teacher candidates must demonstrate skill competence via assessment.

Credits 2

Prerequisites

PED majors only. Completion of all Level I skills with a grade of C or higher

PED 320 : Instructional Strategies for Students w/ Dev Dis

This course introduces candidates to instructional strategies of adapted physical education. Emphasis is on instruction for students with intellectual disabilities, learning disabilities, and/or behavioral/ emotional disabilities. A minimum of 30 hours field experience is required in this course. Restricted to Physical Education Teaching majors.

Credits 4

PED 322 : Instructional Strategies for Students w/ Ortho Sens Dis

This course will examine the effects of physical and sensory disabilities on the physical/motor performance of children and youth. The focus will be on orthopaedic and sensory motor disabilities. A major focus will be on physical education programming for individuals along the autism spectrum. A minimum of 30 hours of field experience is required.

Credits 4

PED 330 : Cooperative Games

The course is designed to provide learning experiences that support the development of collaborative strategies and problem solving skills in non-competitive games and challenge activities.

Credits 0.5

PED 348 : Topics: Activity

Level II Skills

Credits 0.5

-1

PED 350 : Sport Psychology

This course consists of a systematic and empirical study of human thought and behavior in sports. Among the topics covered are: gender and sport; personality, motivation and psychobiology. Developmental aspects of children and youth sport participation as well as cognitive-behavioral interventions are addressed.

Credits 3

PED 355 : Motor Learning
The course provides an introduction to motor learning as an important component of the foundation needed to understand human behavior as it relates to teaching, learning and performing motor skills. The process by which humans acquire and refine physical skills, the stages of skill learning and development, the environment and conditions that affect skill acquisition will be discussed.
Credits 3

PED 405 : Internship in PE, Sport, or Rec Mgt
The internship experience has long been held as an experiential learning experience. Students, completing this course will work with their advisor and appropriate College personnel to complete an internship in a recreation or sport management environment through which they will gain valuable professional experience, knowledge and skills. A weekly seminar meeting to provide further professional readiness is required for all students enrolling in this course. The College supervisor provides details on a meeting time and requirements. Students completing this course are not eligible for recommendation by Russell Sage College for certification as New York State Licensed Physical, Educator. Students may register for 1 to 12 credits depending on their program of study requirements. Students completing this course are not eligible for credit from PED 407.
Credits 3
Prerequisites
Successful completion of at least 72 credits

PED 406 : Practicum in Physical Education
This practicum course with seminar is designed to provide the teacher-candidate with clinical experience with a minimum of 45 hours of field experience. Teacher candidates engaged in this course will receive a practicum placement and be required to complete 4-6 hours per week with their placement in a supportive role. The course is designed to build upon the reflective practice and framework teacher-candidates need to be successful educators.
Credits 2
Prerequisites
PED 311 or PED 312 or PED 320 or PED 322

PED 407 : Physical Education Student Teaching K-12
The course will provide applied experiences for developing skills for the professional role of a teacher. Primary focus is on a field-based component of 60-65 full days. Candidates will complete equal time at two different settings/grade levels. Candidates are required to participate in a weekly seminar with the College supervisor. Students will work to complete the edTPA component of state licensure to prepare to submit to NYS and Pearson.
Credits 12
Prerequisites
Candidates must have a C- or higher in all PED core classes including SCI 306/306L & SCI 310/310L, with exception of PED 303 , PED 304, in which the candidate must have a B- or higher. The candidate must also have a cumulative GPA of 3.000 or higher, all NCR courses must be completed, and documentation provided to the Registrar's Office. Fingerprinting by an approved organization and a TEACH account must also be completed

PED 409 : Coaching Theory
This course examines the issues and theories related to the coaching of children and youth such that they become deliberate, and productive learners who lead healthy lives. The physical educator's responsibilities in developing effective intramural, sports clubs and athletics will be discussed. Training methods, legal liabilities, safety concerns, equipment/facility needs and coaching principles of competitive athletics are among the topics explored.
Credits 2

PED 420 : Organiz and Admin of PED Programs

Policies and procedures in the organization and administration of physical education programs, including athletics, are examined. Among the topics considered are finance; facility utilization legal considerations; personnel issues; public relations; and program evaluation (i.e. effectiveness of inclusion of student with special needs).

Credits 3

PED 430 : Diversity Service Learning

Through the lens of service learning, teacher-candidates will work with developmental and cognitive disabilities and diverse populations from the community to teach children a variety of games, movement explorations, and lifetime health and fitness activities. In addition to focusing on proper implementation and accommodation of physical activities for students from diverse populations, teacher-candidates will be exposed to a variety of public and community service opportunities. A fieldwork experience of a minimum of 20 hours is required. For PED majors only.

Credits 2

Prerequisites

Completion of PED 310 with a grade of C- or better

Physics

PHY 101 : General Physics I

This non-calculus introductory physics course is normally taken by sophomores and includes topics in classical mechanics (force and torque, acceleration, momentum, linear and rotational kinematics and dynamics, work and energy), elastic properties of solids, properties of fluids, and heat and thermodynamics. Emphasis is on applications in the sciences particularly of interest to biology, nursing, and physical therapy majors. A required one credit laboratory accompanies the lecture and provides students with the opportunity to experiment with applications of the lecture concepts. Students also enroll in recitation.

Credits 3

Corequisites

PHY 101L (1 credit), PHY 101R

PHY 101L : General Physics I Lab

Required laboratory to be taken with PHY 101 lecture and PHY 101 recitation.

Credits 1

Corequisites

PHY 101, PHY 101R

PHY 101R : General Physics I Recitation

Structured problem practice. Students also registers for lecture on the same campus.

Corequisite: PHY 101, PHY 101L

Credits 0

PHY 102 : General Physics II

A continuation of PHY 101, including topics in electricity and magnetism, sound, and light. Emphasis is on applications in the life sciences particularly of interest to biology, nursing, and physical therapy majors. A 1-credit laboratory (taught partially online in Moodle) accompanies the lecture and provides students with the opportunity to experiment with applications of the lecture concepts.

Credits 3

Prerequisite Courses

PHY 101

Corequisites

PHY 102L (Laboratory, 1 credit) and PHY 102R recitation

PHY 102L : General Physics II Lab

Required laboratory to be taken with PHY 102 lecture and PHY 102 recitation.

Credits 1

Corequisites

PHY 102, PHY 102R

PHY 102R : General Physics II Recitation

Structured problem practice. Students also registers for lecture on the same campus.

Corequisite: PHY 102, PHY 102L

Credits 0

Corequisites

PHY-102L , PHY-102R

PHY 103 : Physics for Medical Sciences

An introduction to college physics for students interested in professional careers in health sciences or medicine. Topics covered include kinematics, Newton's Laws, circular motion and statics, energy, momentum, mechanical waves and sound, fluids, thermodynamics, electrostatics, DC circuits, light and optics, radiation and imaging. Student must also enroll in lab. No credit if student has taken and passed PHY-101 or PHY-105 or PHY-107 or equivalent.

Credits 4

Corequisites

PHY-103L

PHY 104 : Physical and Earth Science

The entire goal of science is to describe and understand the way things work. What could be more interesting and exciting? In this course you'll learn how energy and forces make things move, and you'll have at least a few moments to sit in awe at the realization that you finally understand something that you've wondered about since you were a kid. We'll work to build your confidence in science, inspire your scientific curiosity, and prepare you to incorporate science education standards into your future classrooms. The topics we'll cover include energy, waves, heat, density, pressure, buoyancy, projectile motion, and Newton's Laws of motion. You'll engage in scientific investigation and engineering design to deepen your understanding of core ideas, make use of real data/models, examine the actual practice of science and engineering, and create lesson plans for age-appropriate audiences that synthesize core principles from this course. (Equivalent to SCI 104)

Credits 3

PHY 105 : Conceptual Physics

This course is an introduction to the basic principles of physics emphasizing a conceptual rather than mathematical point of view. Topics covered include motion, forces, energy, heat, vibrations and waves, electricity, magnetism, atomic and nuclear physics, and relativity.

PHY 107 : Physics I

This calculus-based general physics course is designed for majors in mathematics, chemistry, biochemistry, or biology, including pre-engineering and pre-medical students. Topics include linear and rotational kinematics and dynamics, work and energy, linear and angular momentum, oscillatory motion, fluid statics and dynamics, sound, and thermodynamics. A 1-credit laboratory accompanies the lecture and provides students with applications of the lecture concepts.

Credits 3

Prerequisite Courses

MAT 201

Corequisites

PHY 107L, PHY 107R

Advising Note

RSC General Education Breadth: Quantitative Reasoning; RSC General Education Breadth: Natural and Physical Sciences

PHY 108 : Physics II

A continuation of PHY 107. Topics include electricity and magnetism, optics, and some atomic and nuclear physics. A one-credit laboratory accompanies the lecture and provides students with the opportunity to experiment with applications of the lecture concepts.

Credits 3

Prerequisites

PHY 107; MAT 202

Corequisites

PHY-108L; PHY-108R

Political Science

POL 101 : U.S. Government and Politics

An introduction to national politics and government in the U.S. system. Students monitor current issues and study how the U.S. Constitution, citizens, media, interest groups affect those issues, and the functioning of the national government, including the Congress, the presidency, and the courts. Recommended as a first course for majors.

Credits 3

POL 115 : Introduction to International Relations

This is a study of the nature and functions of international law, diplomacy, power, politics, human rights and international organizations, with special emphasis upon their worldwide operation since 1945. The relationship of these phenomena to social and natural geography is examined.

Credits 1

Advising Note

Also HIS-115; RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Social and Behavioral Sciences

POL 150 : Climate Crisis & Challenge of Energy Conversion

Introduction to the science and impact of anthropogenic climate change and the politics and engineering associated with converting to greener energy sources. (Cross-listed with HST 150)

Credits 3

Advising Note

RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Social and Behavioral Sciences

POL 205 : Research in Law and Government

There is a wealth of reliable information for social science research available online and in the law library. There is an even larger amount of unreliable information online, which is sometimes hard to distinguish from the accurate information. This course is designed to provide students with an introduction to the credible resources and the ability to locate and utilize them. After the introduction of basic concepts, students will use the law library, specialized databases, and the internet to complete a series of research assignments. This course is required of all students pursuing a minor in pre-law studies and is recommended for students in all majors who use the Internet for research in their social science or education coursework.

Credits 3

POL 208 : Community Politics

A study of local governments and their history as seen through the lens of the political process. The biases and extent of influence of ethnic, racial, civic, public employee, and neighborhood groups upon urban political parties, elections, and governmental bodies are examined, along with factors underlying the emergence and effectiveness of such institutional forms as the mayor-council, council-manager, and neighborhood government. (Equivalent to HST 208).

Credits 3

POL 209 : The Enduring Constitution

Americans were a constitutional people before they became a constitutional nation. This course examines the traditions and principles of the American Constitution, how they were formed in colonial times, framed in revolution and expounded in classic court cases.

Credits 3

POL 210 : The Courts

This course covers the structure, organization, and administration of local, state, and federal courts: the ways in which case first come into court; judicial review; and appellate court decisions. Problem areas to be discussed include over-crowded calendars, the probate causes of inefficient administration and possible remedies for it, and the moral and legal dilemma of equal justice for all defendants regardless of race or economic background. An understanding of these areas will illuminate the current crisis in the court system.

Credits 3

POL 218 : Public Policy: Obama v. Trump

How do issues and problems get placed on the public agenda? Why do some issues never make it to the agenda stage? How are agenda issues formulated into public policies? How are those policies shepherded through the political process? Why are some adopted into law while others are tabled or die? What happens to policies after they are adopted? This course will examine how public policy is made with special emphasis on agenda setting, policy formulation, the legislature process, and the budget process. Students monitor public policies and prepare their own. Special attention will be devoted throughout the course to comparing the public policy processes, politics, and policies during the times of Presidents Barack Obama and Donald Trump.

Credits 3

POL 219 : Law and Legal Process

In this course students will learn about the U.S. legal system, including the civil, criminal, and juvenile systems. Legal professions will also be discussed. What law is and how laws are created are studied. Students conduct court observations. (Equivalent to CRM 219 and SOC 219). Students who take POL 219 may not take LAW 101 for credit.

Credits 3

POL 221 : The Modern Middle East

A history of the Arabs during the Islamic ear, the Ottoman Turks, Western imperialism, the growth of nationalism. Contemporary geographic, economic, political and social conditions will be discussed.

Credits 3

Advising Note

RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Social and Behavioral Sciences

POL 225 : Politics in Film & Lit

Literature and film bring political themes to life. They explore themes -- of honor vs. duty, civic heroism and the pursuit of juistice, the folly of pride and the corruption of power, the individual vs. the state -- that are timeless yet intimate. Literature and film invite us to suspend believe and exercise our imagination. They also pull us in two opposite directions -- escape and engagement. In this course, we will explore these themes in pairs of great literary and cinematic works such as *Antigone* and *Hunger Games*, *Casablanca* and *Mr. Smith Goes to Washington*, *Citizen Kane* and *All the King's Men*, *Animal Farm* and *Lord of the Flies*, and selections from the Victorian novelist George Eliot and Anthony Trollope and the Russian hedgehog and fox, Dostoevsky and Tolstoy.

Credits 3

Advising Note

RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Social and Behavioral Sciences

POL 226 : The Media and Politics

Media and politics is a two-way relationship: politicians supply journalists with news and journalists provide politicians with an outlet for their stories and spins. Thanks to social media, the people are more involved than ever in those relationships as producers, transmitters and consumers of the news. This introductory course explores these relationships and the evolving roles of the people in them as well as technological, social, economic, and political changes in the mass media and social media.

Credits 3

Advising Note

RSC General Education Breadth: Social and Behavioral Sciences

POL 228 : State Government in the U.S.

An introduction to politics and government in U.S. states. Our Capital Region location provides students with an ideal laboratory for studying the inner workings of New York State government and the larger cultural, constitutional, and political forces affecting it. Students also compare New York State with political patterns and trends in other states.

Credits 3

POL 229 : Civil Rights and Civil Liberties

A course examining the history and policies of protection of the individual from governmental intrusions. Freedom of expression, rights to privacy, rights of the defendant, and issues of equal rights are all considered. (Equivalent to HST 229).

Credits 3

POL 230 : Liberty vs. Security

In the aftermath of September 11, 2001, democratic notions of freedom, privacy, justice, and liberty have been increasingly challenged by the necessity to ensure domestic security and wage war. The tension between liberty and security has come to the forefront in public policy debates. Students in this course will discuss the meaning of liberty as it has emerged in our nation. They will explore the current security threats to our nation. Then, using readings selected for the course, students will evaluate the public policies being promulgated, using a liberty lens. The inquiry will include examples from history, legal and political analysis, as well as current critiques.

Credits 3

Advising Note

RSC General Education Breadth: Social and Behavioral Sciences; RSC General Education Breadth: Humanities - Elective

POL 232 : Science, Technology, and the Law

Students in this course will gain a better understanding of the challenges we face from the explosion of scientific and technological advances and how the law should respond to them. Discussion of this subject invites debate with elements of politics, culture, religion, morality, philosophy, sociology, and the proper role of governmental authority. Students will explore the influence of culture, context, and morality on scientific advancement and the legal issues they create. The class will consider the transnational nature of scientific progress and responses thereto.

Credits 3

Advising Note

RSC General Education Breadth: Social and Behavioral Sciences; RSC General Education Breadth: Humanities - Elective

POL 233 : Modern China

An intensive study of the rise of modern China since the Opium Wars of the 1840s, this course emphasizes the decline of the Qing Dynasty and the pressures of Western imperialism. A considerable portion of the course deals with the rise of the Chinese Nationalists and Communists, and developments since the founding of the People's Republic of China in 1949. The geographic context will be examined.

Credits 3

Advising Note

Also HST-233

POL 238 : Russia and East Europe

A survey of major devleopments in modern Russia and her East European neighbors, this one-semester course concentrates on the recent upheavals in the Soviet and East European socialist bloc. The geographic context will be examined and different types of Marxism will be analyzed.

Credits 3

POL 245 : African/American History & Politics

A study of the African-American people from African origins to the present. African cultural heritage, the Atlantic slave trade, resistance to slavery and its condition, reconstruction and segregation, urban migration, and the post-slavery freedom struggle are studied. Emphasis is placed on the development of African-American culture through social struggle, and the impact on political U.S. institutions.

Credits 3

Advising Note

Also HST-245; RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Social and Behavioral Sciences

POL 248 : Public Policy:Selected Topics

An in-depth investigation of a specific area of governmental policy. Topics include the environment, social welfare, women's rights, and alcohol and other drug policies.

Credits 3

Prerequisite Courses

POL 218

POL 307 : Internship in Law, Government, and Politics
Internships may be taken in local, state, national and international government and political institutions. Possible placements include the New York State Legislature and the U.S. Congress. Emphasis is placed, however, on suiting the student's individual needs and interests. The experience provides an opportunity to learn by participation in the political process. (May be taken for up to 15 credits).
Credits 3
Prerequisites
Students with Junior standing, six or more hours of political science courses, or permission of instructor

POL 310 : Comparative Political Economy
This course engages students in the study of the political and economic history, culture, institutions, and policies of various national political economies. The course uses the comparative method, the cross-cultural approach, and the concept of political culture to probe the subject matter in both western and nonwestern countries. An important theme of the course is democratization from ancient times to the present. Countries studied include the United States, the United Kingdom, France, Russia, China, India, and Nigeria. Prerequisite: ENG 101, WLD 101 OR HUM 112
Credits 3
Prerequisites
ENG 101, WLD 101 OR HUM 112
Advising Note
Also ECO-310

POL 313 : Lobbying and Interest Groups
This course addresses how the needs and wants of citizens are expressed through informal and formal interest groups. It also covers how both unpaid and paid lobbyists try to influence government and their effect on policy.
Credits 3
Prerequisites
POL-101 or POL-203

POL 314 : Health Policy
This course will explore the socially and politically vital issue of health care policy and its formation. Health care is one of the most complex, controversial and costly fields of public policy in the United States. Health care policy issues range widely from natural health issues involving detection and treatment of communicable diseases. Health care is widely regulated by federal, state and local governments. Health policy issues of one kind or another are always before Congress and the New York State Legislature. Frequently under debate and reform, health policy is an essential field for the health care professional to monitor. This course provides students with the understandings and skills needed to research and analyze the formation, implementation and impact of health care policies.
Credits 3

POL 319 : Women and the Law
The relationship of women to the law is explored from many vantage points, including: how law has been used to limit/expand women's place in society; the differential enforcement of law by sex; and women's role in the legal system. (Cross-listed with CRM 319/SOC 319, WST 319)

Credits 3

POL 334 : American Political Thought
Susan B. Anthony and Elizabeth Cady Stanton modeled the Declaration of Sentiments exactly on Thomas Jefferson's famous Declaration of l776. Why? What are the main currents and crosscurrents of political thought in America? How have ideas like freedom and equality been used and misused in American politics? How have these ideas shaped the actions of statesmen like Jefferson and Madison, abolitionists like Frederick Douglas, feminists like Anthony and Stanton, presidents like Lincoln and Wilson, and recent thinkers since Martin Luther King Jr. and Malcolm X? Students answer these questions by reading and interpreting the writings and speeches of these and other famous thinkers.
Credits 3

POL 335 : Social Movements
This course examines the processes by which social movements emerge, develop, and decline. Particular focus will be on social change theory; the history of selected movements; political strategies for change; individual versus collective approaches; and the relationship of institutions and ideologies to the success and failure of social change. (Equivalent to POL 335, HST 335, and WST 335).
Credits 3
Prerequisites
SOC 101

POL 336 : U.S. Foreign Policy
American isolationism is a myth. Lean how the United States has engaged in the world from the Declaration of Independence to today. Explore the international challenges the U.S. has faced, the tools (diplomatic, economic, and military) it has used, and the approaches and strategies it has followed. Assess the partial successes U.S. foreign policy has achieved, and the partial failures it has endured. Investigate how American foreign policy is made in terms of the roles of the president, Congress, and other players. As a cross-cultural course, we will focus on American negotiating behavior in cultural perspective.

Credits 3

POL 339 : Current Constitutional Issues
This course builds on previous courses to examine a range of current issues in the news from abortion rights to hate speech. Students will analyze constitutional issues and interpret court opinions. Issues include not only civil rights and civil liberties, but also federalism and separation of powers.

Credits 3

POL 340 : Leadership and Public Policy Skills
What are skills and mindset needed to lead in the world of public affairs? How do you organize a fund drive or an advocacy drive, run for political office or head a club, or sharpen your persuasive abilities? This course starts with the concept of smart leadership and applies it to different goals and circumstances of advocacy and campaigning, inspiring others, organizing and networking, persuasion and negotiaon, and more.

Credits 3

POL 344 : Constitutional Interpretation
There is so much that can be said about the United States Constitution. Most simply, it is our country's foundational document that serves as the supreme law of the land. Beyond this, there is controversy. Is it a living document - the product of a particular historical situation to be reinterpreted in later historical contexts - or is it limited to its text and its meaning as intended when written? What the true limits of central government's power? How do checks and balances really work? When is there sufficient government involvement to implicate individual rights under the Bill of Rights? In fact, nothing is simple or static when it comes to constitutional interpretation and ultimately it is up to the Supreme Court to determine what it means. This course will explore various provisions of the Constitution and the Court's interpretation thereof. (This course is often cross-listed with ENG 344, HST 344 and PSC 209.) Prerequisites: ENG 101 or HUM 112 or WLD 101
Credits 3
Prerequisites
WRT 101

POL 345 : Race, Law, and Society

This course focuses on African American Legal Studies. The students study case law starting with 1609 through the present. The course focuses on the development of the law and on questions concerning equality and fairness within the Black community. The primary source of legal analysis will be Supreme Court decisions and the evolution of constitutional rights and civil rights. The history of Blacks in America is studied to provide context for understanding legal decisions. The history and impact of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 will also be analyzed. LAW 345 and POL 345 are equivalent courses.

Credits 3

POL 346 : Presidential Speeches

A presidential speech reveals a great deal about the President, the nation and the politics and issues of the day and the general historical context. What the President chooses to speak about tells us what issues s/he believes are important and what the Executive branch wants us to think is important. What s/he excludes is equally revealing. The audience is not just the voting public. Congress, the federal bureaucracy, state governments, foreign leaders, interest groups and big money contributors, among others, are intended to get overt or covert messages from a speech. Great care is taken when writing and delivering presidential speeches so that the phrasing, word selection, and rhythm reflect the desired image of the speaker and achieve his/her public policy and political goals. In this course, students will read, hear and watch Presidential speeches from George Washington to the present and engage in in-depth written analysis of them. Prerequisite: ENG 101 or HUM 112 or WLD 101

Credits 3

Prerequisites

ENG 101 or HUM 112 or WLD 101

Advising Note

Also ENG-346 and HST-346

POL 348 : Topics in Political Science

Credits 1

POL 358 : Legislative Process and Management

This course examines and compares state legislatures and Congress. It includes topics on legislatures such as institutions, the legislator, legislative organization, legislative process, house leadership, influence of outside actors, and policy making. The course investigates legislatures because they are at the heart of what it means to be a representative democracy, and they are the first branch of government in a republic based on laws. They are also studied because they are one of the least trusted institutions in America and students will probe the reasons why this is the case.

Credits 3

POL 365 : Civil Rights Movement

This course is designed to introduce the student to the historical development and maturation of the movement for civil rights in the United States. It will examine the development of resistance movements and the philosophies of those involved within the movements during ante-bellum, post-Civil War and contemporary times.

Credits 3

POL 401 : Practicum and Research Seminar I
Required of all political science majors, this course enables students to bring together and apply knowledge and research skill acquired in earlier courses. In consultation with their project advisor, students will select, design, research, and write senior thesis, step-by-step. Students practice what they have earned, and learn what they need to do political and policy research.
Credits 3
Prerequisites
Senior status, political science or related major

POL 402 : Practicum and Research Seminar II
Required of all Political Science: Law and Government majors, this course is the second part of a two-part course. Together, Practicum and Research Seminars I & II enable students to bring together, apply and use knowledge and research skills acquired in earlier courses. In this second part of the course, students will continue work on their research projects by incorporating into them an experiential element in consultation with their professor.
Credits 3
Prerequisite Courses
POL 401

POL 402 : Practicum and Research Seminar II
Required of all Political Science: Law and Government majors, this course is the second part of a two-part course. Together, Practicum and Research Seminars I & II enable students to bring together, apply and use knowledge and research skills acquired in earlier courses. In this second part of the course, students will continue work on their research projects by incorporating into them an experiential element in consultation with their professor.
Credits 3
Prerequisite Courses
POL 401

POL 420 : Environmental Law and Policy
American law has changed in profound ways in response to environmental concerns. Environmental law is no longer dismissible as the fad of a disgruntled minority; it is now the stuff of presidential campaigns. Those entering the world of environmental management/ administration (or any field, for that matter) will find themselves subject to numerous laws and government regulations. An acquaintance with these laws and regulations is essential.

Credits 3
Prerequisites
POL-218

Portuguese

POR 101 : Introduction to Portuguese
The course is designed to introduce to the non-native speaker of Portuguese the four basic skills necessary to developing a working knowledge of Portuguese: a) understanding, b) speaking, c) reading, and d) writing. The emphasis is on speaking and understanding spoken Portuguese. Reading and writing will be done as reinforcement to oral communication skills. The course will focus on idiomatic expressions used in daily speech, pronunciation, and vocabulary building.
Credits 3

Psychology

PSY 101 : Introduction to Psychology
This course introduces the scientific study of behavior and cognitive processes. The topics include the biological and social bases of behavior, motivation, emotion, learning, cognition, perception, personality, and psychotherapy. Students are introduced to the origins of psychology and the bases of psychological reasoning. Students are expected to become familiar with the basic principles in the major areas of the field as well as psychological methods of investigation. PSY 101 is a prerequisite for all psychology courses except PSY 207.

Credits 3

PSY 202 : Human Development
This course introduces the developmental perspective in psychology and presents the historical emergence of this perspective. The course surveys individual development from conception through old age, studying physical, perceptual, cognitive, and emotional processes. An emphasis is placed on the interaction among individuals of different ages and the influence of both the immediate and wider social contexts on development. Due to the overlap in course content, students students who complete PSY 202 cannot receive credit for PSY 203, PSY 204, or PSY 208.
Credits 3
Prerequisites
PSY 101

PSY 206 : Educational Psychology
This course includes a survey of the facts and principles of educational psychology and the results of psychological research as they relate to the major activities and problems of the teacher. Also considered is the general nature of growth and the principles of learning, the nature of reasoning, the realm of values, and the relation of mental health to education. A 25-hour fieldwork practicum placement is required. Students who have completed EDU 206 may not take PSY 206 for credit.
Credits 3

PSY 207 : Statistics with Computer Applications
This course focuses on the study of the statistical techniques critical to quantitative research in the social sciences. Topics include measures of central tendency, variability, correlation, regression, one, two and multi-group hypothesis testing, contingency tables, power analysis, and selected nonparametric methods. Students will be expected to analyze selected problems using major statistical packages such as SPSS. Students who take this course cannot receive credit for MAT 220 or ECO 215.
Credits 4
Advising Note
Quantitative Reasoning-General Education

PSY 208 : Developmental Science
Developmental Science: Infancy, Childhood, Adolescence, & Adulthood will present psychological development across the human lifespan building on biological and social foundations of development with attention to diverse pathways shaped by socio-cultural experience. Students will study the biological bases of prenatal development, puberty, and aging. The course will include infancy, childhood, adolescence, aging and all the phases of adulthood. The course will feature laboratory and fieldwork experience so that students can gain practice in those methods of developmental science that will support their future work, whether it be research in developmental psychology or interdisciplinary research and practice in education, the health and therapeutic sciences and related disciplines. This course is not open to students who have taken another developmental psychology course (i.e. PSY 202, 203, or 204).
Credits 4
Prerequisites
PSY 101

PSY 211 : Introduction to Gender & Sexuality
This course is an introduction to the study of sex, gender and sexuality. We will use both a psychological and sociological lens to examine differences between sex, gender and sexuality. We will explore how gender and sexuality exist today, how they have changed over time and place, and their centrality in how we experience the world around us. We will focus on the social, processes, structures and institutions that influence and are influenced by gender across cultures. That is, we will examine how gender and beliefs about gender affect: parenting and home life; educational experiences and achievements; friendships and romantic relationships; experiences in the workplace, military and sports; media; and political and economic systems. To this end, we will critically examine the interconnections between gender, sexuality, power and inequality.
Credits 3

PSY 219 : Positive Psychology
This course will explore the contemporary movement in psychology known as positive psychology, which generally, can be described as an effort to help us understand the sources and nature of positive human strengths, characteristics, resources, and aspirations. One aim of this effort is to use this knowledge to promote the development of those positive features of human psychology, by guiding both individuals and the institutions within which they function.
Credits 3
Advising Note
Approved for Wellness-general education requirement.

PSY 222 : Women and Crime
This course will provide a broad overview of female offending, covering offender characteristics, crimes, and histories leading to criminal behavior. Theories of victimization and female offending, and feminist criminology will be introduced. The physical, psychological, legal, and social implications of women's criminal justice system involvement and incarceration will be explored. This class will consist of lectures, in-class discussion/activities, and guest speakers and videos, when appropriate.
Credits 3
Advising Note
Cross-listed with CRM 222 and WST 220.

PSY 233 : Research Methods & Design
This course provides a study of research methods used to obtain information about human behavior and cognition. Laboratory experience includes the development of skills in designing, performing and reporting of original research projects. (Formerly known as Experimental Psychology)
Credits 4
Prerequisites
PSY 101 & PSY 207

PSY 242 : Problems of Alcohol & Drug Dep Person
This course examines the various personality and environmental variables conducive to dependency. The effects of alcohol and/or drugs on the personality and interpersonal relations are considered. Withdrawal from alcohol and drugs is examined along with the problems of living without alcohol and drugs. The available screening and diagnostic tests employed to detect and discern dependency are surveyed.
Credits 3
Prerequisites
PSY 101

PSY 248 : Special Topics
The department occasionally offers special courses in psychology dealing with areas and topics not otherwise included in the curriculum.

Credits 1

PSY 275 : Proseminar: Personal Pathways
This course helps students prepare for careers in psychology as a profession, the choice of and preparation for specific careers, the integration of the academic content of the psychology major with a variety of professional practices, and issues in professional development. Diversity issues including gender and ethnicity will be addressed.
Credits 1
Prerequisites
PSY 101; PSY majors or minors only

PSY 301 : Social Psychology
This course provides a study of human interaction in society and its psychological basis. Some of the major topics covered include aggression, altruism, attitudes, attraction, conformity, group dynamics, perception of self and others, prejudice, social roles, and social power.
Credits 3
Prerequisites
PSY 101 or SOC 101

PSY 304 : Counseling: Theory and Practice
This course covers the major theories and techniques of counseling. The role of counselor, the needs and problems of the client and the assessment of the counseling situation will be investigated. Multicultural counseling approaches will be included.
Credits 3
Prerequisites
PSY 101

PSY 305 : Psychology of Persuasion & Influence
This course is an investigation of persuasion tactics and influence techniques. Topics include consistency and commitment, communicator characteristics, credibility, conformity, compliance gaining, deception and the ethics of persuasion. Students will be required to actively participate in the learning process.
Credits 3
Prerequisites
PSY 101

PSY 308 : Abnormal Psychology
This is a study of psychopathology including stress and anxiety disorders, psychoses, and personality disorders, and an evaluation of methods of treating such forms of psychological disorders.
Credits 3
Prerequisites
PSY 202 or 203 or 204 or PSY 208

PSY 313 : Learning
A survey is provided in this course of the major theories of learning. Particular consideration will be given to human verbal learning, thinking, cognitive processing, behavior modification, and the technology of learning.
Credits 3
Prerequisites
PSY 101 or EDU 206 or PSY 206

PSY 316 : Biopsychology
This course focuses on an investigation of the physiological, comparative, ecological, and evolutionary aspects of behavior. Topics include basic neuroanatomy and neurophysiology, behavioral genetics, perception and awareness, sensorimotor integration, motivational, circadian and reward systems, emotion and stress, and the biopsychology of psychiatric disorders. Emphasis is placed on evaluating research and students will learn to ask and answer questions regarding human behavior in the context of all life. Students who have completed BIO 215 or PSY 316 (new course number) cannot take PSY 215 for credit.
Credits 3
Prerequisites
PSY 101

PSY 316 : Biopsychology
This course focuses on an investigation of the physiological, comparative, ecological, and evolutionary aspects of behavior. Topics include basic neuroanatomy and neurophysiology, behavioral genetics, perception and awareness, sensorimotor integration, motivational, circadian and reward systems, emotion and stress, and the biopsychology of psychiatric disorders. Emphasis is placed on evaluating research and students will learn to ask and answer questions regarding human behavior in the context of all life. Students who have completed PSY 215 or BIO 215 cannot take PSY 316 for credit.
Credits 3
Prerequisites
PSY 101

PSY 317 : Motivation
In this course an investigation of the biological, psychological, and social components of motivation and emotion in both classical and contemporary theories is undertaken. An attempt is made to understand why behavior occurs at all and why one behavior is selected over another.
Credits 3
Prerequisites
PSY 101

PSY 319 : Group Dynamics
This course applies the content, structure, and processes of communication and interaction, as well as techniques of leadership, to various types of groups. The course will emphasize theoretical and practical understanding derived from group participation.
Credits 3
Prerequisites
PSY 101

PSY 320 : Community Psychology
Community psychology examines the impact of socio-cultural, economic, political, and environmental forces on individuals and communities, and draws upon social change efforts to improve individual and community quality of life, empower community members, and promote social justice. This course will provide you with an introduction to community psychology, with specific emphasis on the history of the field; the guiding theories, principles, and values inherent in the field; and community-based research and intervention. You will learn how to apply the theories, principles, and values to understand and address social phenomena.
Credits 3

PSY 324 : Group Counseling
An examination of major theories of counseling as applied to group counseling is undertaken in this course. A special emphasis is given to an examination of group process and the stages of group development from formation to termination and follow-up. Some basic issues in group membership and leadership and an overview of professional and ethical issues will be presented.
Credits 3
Prerequisites
PSY 101

PSY 326 : Health Psychology
Issues of health will be studied from a systems approach with a focus on the shift away from the biomedical model toward the more encompassing biopsychosocial model. Because today's leading causes of death occur partly as the result of individual behaviors or failures to engage in some behavior(s), a major focus in the course will be the cognitive variables intervening between health/illness and behavior. Topics such as stress and coping, immunity, adhering to medical advice, pain, and acute and chronic illness will be covered. This course is relevant to those in health profession programs, psychology, and to others interested in health and this new and growing field.
Credits 3
Prerequisites
PSY 101

PSY 329 : Evolutionary Psychology
The course will synthesize the modern principles of psychology with evolutionary theory in exploring human behavior through time and across cultures. The course will explore theory and research on human behavior from an evolutionary perspective, including the evolution of morality, culture and consciousness. Students will learn the basic principles underlying evolution, from Darwin to the modern genetic synthesis, and will explore how these principles provide understanding of the complexities and perplexities underlying human behavior. We will investigate how we solve adaptive problems relating to our survival, group living, mating, and parenting. Further, we will investigate the implications of evolutionary principles for developing a theory of mind, for exploring the cognitive origins of art, religion and science; and for understanding the nature of the self.

Credits 3
Prerequisites
PSY 101 or BIO 102

PSY 339 : Psychology and Law
This course will examine the applications of psychological methods, findings, and theories to the law. The many relationships between the two fields: psychology in the law, psychology and the law and psychology of the law, will be addressed. A variety of topics will be covered including psychology of law enforcement, the courts, jury selection and decision making, family law, and the rights of special groups.
Credits 3
Prerequisites
PSY 101 , LAW 101

PSY 340 : Domestic Violence
This course uses a multidisciplinary approach to examine the complexities of power, conflict, and violence in families. A main goal of the course is to improve students' analytic ability in consuming scholarly and popular knowledge about power and violence within the context of family relationships, including intimate partner and parent-child relationships. To achieve this goal, students critically evaluate how violence and abuse in families has been conceptualized over time and how researchers, service providers, policy makers, the criminal justice system, and the general public have responded to this social problem.
Credits 3
Advising Note
Cross-listed with CRM 329 and WST 329.

PSY 348 : Selected Topics in Psychology
The department occasionally offers special courses in psychology exploring areas and topics not otherwise included in the curriculum.
Credits 3
Prerequisites
PSY 101

PSY 365 : Close Relationships
This course will introduce students to a wide range of social science research within the field of Close Relationships. Topics to be covered will address questions such as: What is love? What influences attraction? How does trust develop? How does commitment affect perceptions and judgments? What role does communication play in successful relationships? What makes relationships work? What leads to conflict and how can it be resolved? The influence of personal experience, beliefs, expectations, and values as well as partner interdependence will be examined as possible explanations. Theoretical frameworks and research methodologies that have guided findings in these areas will be emphasized throughout the semester. Completion of PSY 333 recommended.
Credits 3
Prerequisites
PSY 101

PSY 403 : Seminar
Training is provided in the techniques of research through a detailed study of a specific psychological topic. A major paper is required of each student demonstrating the ability to collect, evaluate and synthesize psychological material.
Credits 3
Prerequisites
PSY 275, PSY 233, and 87+ completed credits

PSY 406 : Personality Theory
Students will examine theories and research concerning the nature and development of the human personality and factors producing integration or disorientation. Applications of personality theory and personality assessment will be included in the course.
Credits 3
Prerequisites
PSY 101 , either PSY 202, PSY 203 or PSY 204

PSY 407 : Internship in Psychology
Students will participate in a professionally supervised field work experience. A minimum of 120 work hours is required to earn 3 credits. The internship site will be selected by students with advisement from the faculty supervisor. The internship must be relevant to the student's specializations and career interests. The duties and responsibilities of the intern will need to be agreed upon by the faculty supervisor, the student, and the site supervisor. Students may complete internships that exceed 3 credits; an additional 40 hours of supervised work is required for each additional 1 credit hour.
Credits 3
Prerequisites
For Psychology majors who have accrued at least 24 PSY credits

PSY 409 : History and Systems of Psychology
This is a study of the historical background of the field of psychology with emphasis on how current systems have evolved from earlier schools of thought. The impact of early psychological schools on current trends in psychology is discussed.
Credits 3
Prerequisites
PSY 101, 54+ completed credits

PSY 410 : Honors Research
In this course a student prepares a research proposal on some topic of interest in the field of psychology. The proposal includes a statement of the research question, a review of relevant literature, and the method of collecting data.
Credits 3
Prerequisites
PSY 233, 87+ completed credits

PSY 411 : Honors Project
Students from PSY 410 may elect this course to complete the research project. This entails collecting the data, data analysis, and writing up the results and discussion. Program Honors are awarded upon successful completion of the project, including an oral presentation. This course substitutes for PSY 403.
Credits 3
Prerequisites
PSY 410

PSY 440 : Cognition
Cognition, the study of mental processes, is a central topic in psychology. In this course an information processing approach to cognition will be presented, which includes the acquisition of knowledge, the maintenance of knowledge across time in memory, and the use (accessing) of knowledge to guide behavior. Hot cognition will be contrasted with cold cognition, and methods of studying cognition will be demonstrated.
Credits 3
Prerequisites
PSY 101

Public Health

PBH 201 : Health and Society
This survey course examines the various dimensions of the field of public health & how the public's health is protected. Students will explore the ways social, economic, and political forces influence the health of populations. Additionally, this course will focus upon some of the current ethical public health dilemmas where the rights of the individual versus the rights of society come into conflict.
Credits 3

PBH 210 : Overview of Global Health
This course will cover the major issues and considerations involved in global health. It is a survey course that is designed to familiarize students with the major topics in the study of global health. The goal of the course is to provide students with an overview of concepts such as the determinants of health, the measurements of health status and global burden of the disease. It will also cover worldwide demographic trends and their impact on health, and specific health issues that affect much of the world's population such as communicable diseases, malnutrition, water and sanitation, chronic diseases, injuries and environmental health challenges, well as the factors that threaten reproductive and child health. Throughout, the course will cover many of the programs, policies, and global health actors or agencies that are working to solve global health problems. (Formerly offered as PBH 310.)
Credits 3

PBH 248 : Selected Topics in Public Health
The department occasionally offers special courses covering areas and topics not otherwise included in the curriculum.
Credits 3

PBH 305 : Survey of Epidemiology
This course is a survey of the field of public health epidemiology, emphasizing methods for assessing factors associated with the distribution & etiology of health & disease, including social factors such as race & gender & global differences in disease distribution & control.
Credits 3
Prerequisites
MAT 220

PBH 310 : Overview of Global Health
Note: Students who have credits for PBH 210 may not earn credits for PBH 310.

This course will cover the major issues and considerations involved in global health. It is a survey course that is designed to familiarize students with the major topics in the study of global health. The goal of the course is to provide students with an overview of concepts such as the determinants of health, the measurements of health status and global burden of the disease. It will also cover worldwide demographic trends and their impact on health, and specific health issues that affect much of the world’s population such as communicable diseases, malnutrition, water and sanitation, chronic diseases, injuries and environmental health challenges, well as the factors that threaten reproductive and child health. Throughout, the course will cover many of the programs, policies, and global health actors or agencies that are working to solve global health problems. PBH 210 and PBH 310 (old course number) are equivalent courses.
Credits 3

PBH 405 : Capstone: Assessing Needs/Solutions
The Public Health Capstone is intended to be an integrative experience in which students bring together the knowledge and skills acquired during their time in the Public Health Major and in college. The Capstone integrates previous knowledge, applies it to a real world problem, and helps develop skills as students seek to identify, assesses, and address public health problems. Students will complete a literature review, a needs assessment and develop a program or policy recommendation to address the issue identified.
Credits 3
Prerequisites
Completion of at least 54 credits and PBH 201, PBH 210, PBH 305, & PSY 326

PBH 427 : Internship in Public Health
Students will participate in a professionally supervised field work experience. A minimum of 120 work hours is required to earn 3 credits. The internship site will be selected by students with advisement from the faculty supervisor. The internship must be relevant to the student's specializations and career interests. The duties and responsibilities of the intern will need to be agreed upon by the faculty supervisor, the student, and the site supervisor. Students may complete internships that exceed 3 credits; an additional 40 hours of supervised work is required for each additional 1 credit hour.
Credits 3
Prerequisites
Completion of at least 54 credits, PBH 201, PBH 305, & PBH 310

PBH 448 : Special Topics
This course offers in-depth study of subjects either beyond the range of core courses or of subjects suggested by evolving experience and professional practice and not otherwise addressed in the curriculum.
Credits 3

RSC Signature

RSC 101 : Thriving at Sage
Russell Sage College's First Year Experience Course launches the college's signature general education sequence. Learning activities aim to strengthen relationships between the student, and self, the student's peers, and the wider college community. The course immerses students in the multiple dimensions of wellness included in the RSC THRIVE initiative, encourages self-awareness, and hones communication and teamwork skills in a supportive, student success oriented, atmosphere. To be taken in first term of study at the College. Required for all new first-time first year students. Note: RSC 101 is waived for transfer students with 15 or more transfer credits upon admission or who have earned an associate degree prior to enrollment.
Credits 3

RSC 201 : Exploring Intercultural Perspectives
Exploring Intercultural Perspectives: Your Link with the World explores (human) diversity and the historical, cultural, global, and systemic forces that shape our experiences and world views. Students will learn and develop the skills necessary to work with and understand others in this ever-changing world. The course explores topics such as Intercultural Understanding, Global and Local Lives, Civic Engagement and Social Justice. The course also builds upon critical writing, thinking, and reading skills developed in the Year 1 Writing Sequence encouraging students to see the ways in which knowledge can transfer from course to course and year to year culminating in RSC 301. To be taken in the 2nd year of study at the College. This course may require attendance at lectures outside of class time. Note: RSC 201 is waived for transfer students with 54 or more transfer credits upon admission or who have earned an associate degree prior to enrollment.
Credits 3
Prerequisites
RSC 101, completion of 30 or more credit hours, and to be taken in the 2nd year of study at the College.

RSC 301 : Innovating to Impact
Innovating to Impact: Your Engagement with the Community invites students to examine complex problems that directly impact our communities. This course follows a Reduced Seat Time (RST) format, meaning students meet in person for two credit hours per week, while the third credit hour is dedicated to active, community-based engagement outside of class. Students will work with their instructor to secure an approved engaged learning placement that aligns with course objectives. Pre-existing internships, jobs, athletic commitments, or volunteer work do not fulfill this requirement. (Please check the advising handout for the theme of the course and the anticipated population you will be working with.)

Students will explore these concepts through cross-disciplinary communication across cultural boundaries, applying service-learning and/or design thinking approaches. As the culminating course in the Russell Sage College General Education Program, RSC 301 integrates critical reading, writing, and thinking skills developed in the Year 1 Writing Sequence and expands on RSC 201: Intercultural Perspectives to demonstrate the interconnectedness of these signature courses. RSC 301 is to be taken in the 3rd or 4th year of study.
Credits 3
Prerequisites
RSC 201 & completion of 60 or more credit hours.

Russian

RUS 101 : Introduction to Russian
An introduction to speaking, writing and reading Russian. The emphasis is on speaking and understanding spoken Russian. It will focus on idiomatic expressions used in daily speech, pronunciation, and vocabulary building. Reading and writing may be done as reinforcement to oral communication skills. The study of culture is embedded throughout the course, and the study of culture is additionally enhanced through the use of weblogs that focus students' attention on many important topical, historical, and useful themes.
Credits 3

RUS 102 : Continuing Introduction to Russian
A continuing introduction to speaking, writing and reading Russian. The emphasis is on speaking and understanding spoken Russian. It will focus on idiomatic expressions used in daily speech, pronunciation, and vocabulary building. Reading and writing may be done as reinforcement to oral communication skills. The study of culture is embedded throughout the course, and it is additionally enhanced through the use of weblogs that focus students' attention on many important topical, historical, and useful themes.
Credits 3
Prerequisites
RUS-101

Science

SCI 104 : Physical and Earth Sciences
The entire goal of science is to describe and understand the way things work. What could be more interesting and exciting? In this course you'll learn how energy and forces make things move, and you'll have at least a few moments to sit in awe at the realization that you finally understand something that you've wondered about since you were a kid. We'll work to build your confidence in science, inspire your scientific curiosity, and prepare you to incorporate science education standards into your future classrooms. The topics we'll cover include energy, waves, heat, density, pressure, buoyancy, projectile motion, and Newton's Laws of motion. You'll engage in scientific investigation and engineering design to deepen your understanding of core ideas, make use of real data/models, examine the actual practice of science and engineering, and create lesson plans for age-appropriate audiences that synthesize core principles from this course.
Credits 3

SCI 105 : Energy and the Environment
In the immediate future all countries will need to seek and develop sources of additional energy to power their technological societies. This course will apply logical analysis to the present and future developments of alternate energy sources (e.g., solar energy, geothermal power, nuclear reactors, etc.) and will show the impact on the physical environment by human beings' growth demand for energy.
Credits 3

SCI 110 : Medical Terminology
An introduction to prefixes, root words, combining forms, and suffixes, which are the component parts used to build medical terminology; these terms are then defined. Abbreviations, acronyms, eponyms, medical specialties/professions, drug highlights, information on diagnostic tests and human anatomy are integrated throughout. Restricted to HSC majors by permission of the Health Sciences Program Director.
Credits 3

SCI 111 : Solar System Astronomy
An examination of the solar system, including the sun, moon, Earth, planets, and their satellites, asteroids, comets, and metros. Among the topics to be considered are: the cyclic nature of motion in the solar system, the exploration of the solar system by spacecraft, the history of the solar system, and the search for extraterrestrial life in the solar system.
Credits 3

SCI 112 : Stars and Galaxies
An examination of the universe beyond the solar system, including stars, galaxies, and cosmology. Among the topics to be considered are stellar evolution, the structure and evolution of galaxies, and cosmological theories and supporting evidence.

SCI 120 : Nutrition Science
This course is designed to help students evaluate eating habits in terms of quantity and distribution of nutrients. The sources and functions of six classes of nutrients are discussed as well as energy requirements and balance. The special needs of pregnancy, infancy, and of the elderly are examined, and diet-health issues are explored. Lecture and experiential learning projects.
Credits 3

SCI 125 : The Science of Cooking
This course explores the fundamental principles of chemistry through the lens of everyday cooking and food preparation. Students will learn how chemical reactions, physical changes, and molecular interactions shape the flavors, textures, and nutritional qualities of the food we enjoy. Through hands-on experiments, discussions, and projects, students will gain a deeper understanding of the science behind cooking.
Credits 3

SCI 205 : Intro to Physical Geography
There are various processes on earth that are driven not only by the earth itself, but also by the atmosphere, water, and terrestrial biome. Physical geography is the study of these processes and how they shape the earth's environment. This introductory course will provide an overview of these processes and explore the patterns that they create through observing them with a hands on GIS based approach.
Credits 3

SCI 215 : Science of Art Conservation & Preservation
This course will focus on the multidisciplinary aspects of art conservation and preservation. We will examine how works of art can be altered by exposure to environmental conditions and organisms. We will examine how conservationists research an artwork to develop a strategy to restore the work to as close to its original state as possible. This course will fulfill the Natural Sciences-General Education requirement. Note: prior knowledge of art and chemistry would be beneficial. (Cross-listed with CHM 215)
Credits 3

SCI 220 : Introduction to Sustainability

In this one-semester survey course, we consider challenges in waste generation, food availability, climate change, water availability, urban development, and more. We'll tackle these topics with a sustainability lens, which means that we'll consider how to meet the needs of today without compromising the needs of the future, and we'll focus on human, cultural, environmental, and economic perspectives. This is an active and hands-on learning science course with very little time spent in a traditional lecture classroom. We'll grow food from seed, make maple syrup fro campus trees, speak with local sustainability-oriented businesses and professionals, and more.

Credits 3

SCI 224 : The Business of Climate Change

What is climate change and what does it mean to business? This course will explore those questions by first learning about the science behind climate change and the role that human activity is having in warming the planet at an unprecedented rate. The potential impacts that a warming planet will have to our way of life will also be examined, as well as how they, in turn, will change the way companies, industries, and whole sectors will (or will not) operate. This will include a discussion of the mitigation and adaption strategy options that are available through public policy and business leadership along with the business and functional level strategies necessary in the emerging "climate economy". These changes and choices are certain to have impacts on business owners, employees, and customers for decades to come. Cross-listed with BUS 224.

Credits 3

SCI 235 : Sports Nutrition

This course will help students gain a deeper appreciation for the role of sports nutrition in endurance and strength dependent activities, and strengthen decision making about food and supplement choices for individuals who desire sustained energy. Some of the concepts that will be discussed include how to build a high energy diet, the science of meal timing for optimal sports performance, the use of sports supplements and engineering sports foods, doping in sports and weight gain and weight loss for sports. Students will be encouraged to share their own sports.

Credits 3

SCI 240 : Pathology and Prevention Injury

This course will examine the body's response to stress and/or trauma as a result of physical activity. Mechanism of injury, injury classification, signs/symptoms, treatment, and prevention protocols of commonly occurring injuries with activity will be covered. Practical application of human anatomy structure and function is a major component of this course. In addition, a weekly one-hour lab session with an emphasis on anatomical structure identification and palpation is required. Restricted to HSC majors or by permission of the Health Sciences Program Director. Students cannot receive credit for SCI 240 and PED 240.

Credits 3

Prerequisites

BIO 201 and BIO 201L

Corequisites

SCI 240L

SCI 242 : Orthopedic Evaluation
This course will focus on the etiology, pathology, and clinical signs and symptoms of common orthopedic injuries occurring with physical activity. In addition to the lecture component, a 3 hour lab focusing on evaluative clinical specialty tests is required. At the completion of this course, the students will possess injury assessment skills to perform a basic orthopedic examination of the upper and lower extremity, trunk, and spine. This course is open to Health Sciences and pre-med or pre-PA students only.
Credits 3
Prerequisites
SCI 240/SCI 240L with a minimum course grade of C (2.000)
Corequisites
SCI-242L

SCI 248 : Special Topics
A study of topics from various fields of the biological and physical sciences not covered in the regular science curriculum. The choice of topics to be determined by the students' and faculty interest and background. The course will allow students to study a specialized area or series of areas.
Credits 3

SCI 306 : Kinesiology
Kinesiology is the study of human movement. Through lectures, laboratory demonstration and class projects, students will develop an understanding and appreciation of how the physical properties of movement apply to the human body. The biomechanical basis of normal human movement will be explored via basic analysis and the assessment skills of goniometry, manual muscle testing and muscle length testing. An introduction to research literature in this area will be provided via journal reviews.
Credits 4
Prerequisites
BIO 201/201L , BIO 202/202L
Corequisites
SCI-306L

SCI 310 : Exercise Physiology
Physiologic adjustments and adaptations to varying conditions of physical activity are explored. Topics for study include physiological aspects of humans in sports and exercise, environmental effects on human performance, the role nutrition plays in fitness and activity, and application of physiological principles to the training and conditioning process. The course is presented as a systems approach. Students must also register for the two hour exercise physiology Lab. Restricted to HSC, NTR, and PED majors or by permission of the Health Sciences Program Director.
Credits 4
Prerequisites
BIO 201 & BIO 202 with a minimum grade of C- or higher in each course
Corequisites
SCI 310L

Sociology

SOC 101 : Introduction to Sociology
Students are introduced to the sociological perspective as a way of analyzing and understanding society and human behavior. Basic areas in sociology are covered, including the group context of individual behavior, social institutions, social inequality, and social change.
Credits 3

SOC 102 : Social Problems
An examination of selected social problems of corporate power, crime, the physical environment, physical and mental illness, an racial, ethnic, and sexual inequalities. These problems are discussed in the wider context of institutional and cultural conflict and social change.
Credits 3

SOC 111 : Criminal Justice: Function & Process
The introductory course in criminal justice. Students are introduced to the administration and objectives of law enforcement, the courts, corrections, probation, and parole. Students who have completed CRJ 105, CRM 105, or CRM 111, cannot earn credits for SOC 111.

Credits 3

SOC 120 : Deviant Behavior
An examination of deviant behavior from various perspectives in sociology. The course focuses on the social functions of deviant behavior, the social organization of deviance, who becomes deviant, and the connections between deviance and the major forms of social control found in society.
Credits 3

SOC 125 : Economics of Social Problems
An introductory economics course (cross-listed with History and Economics) that prepares students with the concepts, tools, and methods of analysis that economists employ to address historical and contemporary social issues and problems facing the U.S. Topics included are: economics of crime, poverty, discrimination, income inequality, pollution problems, inflation and unemployment, deficit and the national debt, Social Security, and globalization.
Credits 3

SOC 206 : Sociology of Families
This course provides social, historical, and cross-cultural analysis of the social institution of family. It examines the reciprocal relationship between society and families and explores social facts and social myths that surround our understandings of families. The course addresses several issues including, but not limited to: gender, sexuality, race, ethnicity, social class, age, work, and social policy in relation to families.

Credits 3

SOC 208 : Race and Ethnic Relations
This course provides an examination of race and ethnic relation in the Americas. Through the use of critical sociological frameworks, students will study theories, history, and research on the social, political, and economic production of racial and ethnic hierarchies.
Credits 3

SOC 209 : Gender, Feminism & Society
This course examines sex, gender, and sexuality from sociological perspectives and feminist theoretical frameworks. It explores how categories of gender and sexuality are socially constructed and shaped by social institutions. Particular attention is given to feminist theories and social movements. (Cross-listed with WST 209)
Credits 4

SOC 212 : Juvenile Delinquency
This examination of juvenile delinquency in the United States includes the nature of delinquency, factors associated with delinquency, and the major theoretical perspectives. Characteristics of the juvenile justice system are also explored.

Credits 3

SOC 213 : Power and Privilege
This course provides students with a foundation for making sense of the production and distribution of class, power, and privilege in the United States. The course will focus on the institutional and ideological organization of economic hierarchies and social mobility. Students will be introduced to: classical and contemporary theories of class, power, and mobility; current sociological research in these areas; and the implications of a global economy. (Formerly called Class, Power and Privilege)

Credits 4

SOC 214 : Introduction to Gender & Sexuality

This course is an introduction to the study of sex, gender, and sexuality. We will use both a psychological and sociological lens to examine differences between sex, gender, and sexuality. We will explore how gender and sexuality exist today, how they have changed over time and place, and their centrality in how we experience the world around us. We will focus on the social processes, structures, and institutions that influence, and are influenced by, gender across cultures. That is, we will examine how gender and beliefs about gender affect: parenting and home life; educational experiences and achievements; friendships and romantic relationships; experiences in the workplace, military, and sports; media; and political and economic systems. To this end, we will critically examine the interconnections between gender, sexuality, power and inequality. (Cross listed with WST 211)

Credits 3

SOC 219 : Law and Legal Process

In this course students will learn about the US legal system, including the civil, criminal, and juvenile systems. Legal professions will also be discussed. What law is and how laws are created are studied. Students conduct court observations.

Credits 3

SOC 222 : Women, Health and the Body

A sociological perspective of issues pertinent to women, health and the body will be addressed. This course is designed to familiarize students with how social institutions, industries, and social group membership influence women's experiences with health and the body. Topics include, but are not limited to, reproductive health, women as consumers and providers of health care, women and aging, breast cancer, eating disorders, and body image.

Credits 3

SOC 232 : Science, Technology, and the Law

Students in this course will gain a better understanding of the challenges we face from the explosion of scientific and technological advances and how the law should respond to them. Discussion of this subject invites debate with elements of politics, culture, religion, morality, philosophy, sociology, and the proper role of governmental authority. Students will explore the influence of culture, context, and morality on scientific advancement and the legal issues they create. The class will consider the transnational nature of scientific progress and responses thereto

Credits 3

SOC 240 : Medical Sociology

This course presents a conceptual and topical overview of Medical Sociology. It will examine the social contexts of health and illness, as well as organized medical care. It will focus on the theories, research and debates of medical sociology, including new perspectives and research. The field is so large that no single course could cover it in it entirety. We will instead discuss the foundations of the field, and the topics that have emerged most recently.

Credits 3

SOC 241 : Refugees & Resettlement

Worldwide, over 100 million people are forcibly displaced, and almost 35 million of them are refugees or asylum-seekers. In this course, students will learn about forced displacement, migration, and the refugee resettlement process. The course includes a service learning component, through which students will have the opportunity to work directly with local organizations and people involved in refugee resettlement.

Credits 3

SOC 243 : People, Place & Society
This course explores geographical perspectives on the past, present, and future development of societies at local, regional and global scales. This course applies geographical concepts to sociological phenomena, examining the interrelationships between people and places. Topics include but are not limited to population, food systems, urbanization, migration, language, religion, race, ethnicity, and gender.
Credits 3

SOC 248 : Selected Social Work Topics
A specialized topic will be selected on the basis of the interests of the instructor and students.
Credits 3

SOC 252 : Cultural Anthropology
This comparative study of the development of cultural life emphasizes both the similarities and differences in systems of kinship, technology, religion and values.
Credits 3

SOC 260 : Social Science Analysis
In order to be critical evaluators of research studies about human behavior, students must be exposed to a variety of primary sources of social sciences research. Students will be introduced to a variety of theoretical and empirical studies in psychology and other behavioral sciences. They will learn how to find studies published in refereed journals on line. Students will learn to distinguish reports of research studies from the actual journal articles describing the scientific research. Practicing brief summaries of research articles using APA style will complete the requirements of this course.
Credits 2

SOC 273 : Child Welfare
This introductory course on social service programs for children includes foster, adoptive and institutional care, homemaker, day care, and family and preventive and protective services.
Credits 3

SOC 303 : Sociological Theory
This course provides students with an introduction to the theoretical debates organizing the development of sociology in the west. Students will be introduced to those pivotal works which serve as the historical foundation of the discipline, selected non-dominant theories, and contemporary theoretical debates.
Credits 3
Prerequisites
SOC 101, Sociology major with Junior standing

SOC 309 : Sociology of Mental Disorder
In this study of the social and cultural aspects of mental illness, topics include the history of mental illness and its treatment; incidence and prevalence of mental illness by social categories such as class, ethnic, and racial groups; and, public policy aspects of mental illness. Some cross-culture materials are included.
Credits 3

SOC 310 : Victims and Their Experience
This course examines the nature, extent, and consequences of criminal victimization. Specific attention is paid to victims of domestic violence, victims of rape and sexual assault, child victims of abuse and neglect, and elderly victims.
Credits 3
Prerequisites
SOC 101 or CRM 111

SOC 312 : The Nature of Crime
This is an advanced course on crime, theory of crime, and criminal behavior. Students will empirically explore the measurement of crime, crime distribution, and crime theory. Reading of primary research required. (Equivalent to CRM 315).
Credits 3
Prerequisites
CRM 111 or SOC 101

SOC 319 : Women and the Law
The relationship of women to the law is explored from many vantage points, including: how law has been used to limit/ expand women's place in society; the differential enforcement of law by sex; and, women's role in the legal system. (Also: CRM-319, WST-319, POL-319)
Credits 3

SOC 322 : Program Evaluation
New laws and social programs are being created in the U.S. even as you read this course description. Was the law or program even necessary? Was sufficient effort put into analyzing the problem before a solution was determined? Was adequate input solicited from all stakeholders? Was the best choice picked from among many or was there only one “choice?” How do we know if the law or program works, and works well? And if it doesn’t work, do we know why not? Were there unintended consequences that need to be addressed? Can it be salvaged or reworked, or does it need to be scrapped and a new law or program put in its place? These and many questions like these are at the heart of program evaluation and policy analysis. When done correctly, we can increase accountability and effectiveness. If done poorly or not at all, we waste valuable resources. The purpose of this course is for students to learn the tools that are frequently used to determine whether public policies and programs are achieving their intended goals.
Credits 3
Prerequisites
POL 218

SOC 329 : Domestic Violence
This course uses a multidisciplinary approach to examine the complexities of power, conflict, and violence in families. A main goal of the course is to improve students' analytic ability in consuming scholarly and popular knowledge about power and violence within the context of family relationships, including intimate partner and parent-child relationships. To achieve this goal, students critically evaluate how violence and abuse in families has been conceptualized over time and how researchers, service providers, policy makers, the criminal justice system, and the general public have responded to this social problem.
Credits 3

SOC 332 : Conflict Management and Mediation
This course addresses the issue of conflict from two positions:1. through an examination of the causes, processes, cost and benefits of social conflict; and 2. by offering methods for conflict resolution. From a management perspective, the role of conflict in organizations will be approached by studying management structures and organizational hierarchies for the ways they produce various types of conflict. Using sociological theory and research, this course will address the relationship of social issue - e.g. difference and inequality, power and corruption - to organizational and institutional conflict. Understanding that conflict can signal either a disruption in the operation of an organization or an opportunity for change and growth, this course will provide students with a broad-based perspective for making conflict an asset organizationally and interpersonally. The latter part of the semester will be devoted to methods for conflict resolution, including 25 hours of coursework needed for conflict mediation certification through a variety of certification options. Students will have the foundation to pursue an apprenticeship with a conflict mediation or dispute resolution center.
Credits 3

SOC 335 : Social Movements
This course examines the processes by which social movements emerge, develop, and decline. Particular focus will be on social change theory; the history of selected movements; political strategies for change; individual versus collective approaches; and the relationship of institutions and ideologies to the success and failure of social change. (Equivalent to POL 335, HST 335, and WST 335).
Credits 3
Prerequisites
SOC 101

SOC 337 : Research Methods
The nature of the scientific method and basic research techniques are applied to the collection, analysis, and interpretation of social data. Students develop a research proposal. Students who take this course cannot also receive credit for SOC 350 or SCL 360.
Credits 4

SOC 348 : Special Topics
The department occasionally offers special courses covering areas and topics not otherwise included in the curriculum.
Credits 3

SOC 350 : Research for the Professions
Students learn about the research process. Topics include surveys, experiments, interviews, observations and research ethics. Course includes a computer lab using SPSS. Students read and analyze research articles. Students who take this course cannot also receive credit for SOC 337 or SCL 360.
Credits 3

SOC 357 : Applied Research for the Social Sciences
This course is an introduction to research methods in the social sciences. The emphasis will be on the quantification of social behavior and practices for the purposes of description and prediction, and for the inference of cause and effect relationships. Students will learn about the importance of empirical research and enhance their skills in understanding and applying it. Students will develop an ability to read and evaluate scientific literature, plan, design, and conduct a scientific study, and effectively communicate research findings. Students will also be introduced to SPSS statistical analysis software. Students who take this course cannot receive credit for SOC 350 or SOC 337.
Credits 3
Prerequisites
SOC 260

SOC 360 : Applied Research in the Social Sciences
Credits 3

SOC 403 : Senior Seminar
Senior Seminar is the capstone experience for students majoring in sociology. Senior Seminar serves to help students integrate core courses in their major with substantive courses. It is the overall objective of Senior Seminar to show how the core c oure relate to one another as part of the scientific enterprise. Students will conduct indivudual research using the research proposal developed in SOC 337: Research Methods for Sociology. *Advising Note: this course replaced the former SOC 405-406 Senior Seminar requirement for Sociology majors beginning in 2013.*
Credits 4
Prerequisites
Junior Status (54+ credits), PSY-207, SOC-303, SOC-337

SOC 405 : Senior Seminar I
Senior Seminar I is the first of a two course sequence which together provide the capstone experience for students majoring in sociology. Senior Seminar I is offered each Fall semester and serves to help students integrate core courses in their majors with substantive courses. It is the overall objective of Senior Seminar I to show how the core courses are related to one another as part of the scientific enterprise through the researching of a topic in the student's discipline.
Credits 3
Prerequisites
54 credits; PSY-207; SOC-337 or SOC-350; SOC-303

SOC 410 : Honors Research in Sociology
Students initiate and complete and independent research project using either primary or secondary data. A variety of research designs and methodologies may be used as appropriate for the subject of study. Each student works with a faculty mentor on this project. A written report is required.
Credits 3
Prerequisites
SOC 207, SOC 350, Senior sociology major, and formal submission of a proposal

SOC 427 : Internship in Sociology
Students will participate in a professionally supervised field work experience. A minimum of 120 work hours is required to earn 3 credits. The internship site will be selected by students with advisement from the faculty supervisor. The internship must be relevant to the student's specializations and career interests. The duties and responsibilities of the intern will need to be agreed upon by the faculty supervisor, the student, and the site supervisor. Students may complete internships that exceed 3 credits; an additional 40 hours of supervised work is required for each additional 1 credit hour.
Credits 3
Prerequisites
Junior or Senior standing

Spanish

SPA 101 : Introduction to Spanish
This course introduces the beginning student to listening, speaking, reading, and writing in Spanish. Three hours weekly, plus recitation. Note: Students with prior Spanish language study can not be admitted to SPA 101.
Credits 3
Corequisites
SPA-101R Recitation

SPA 102 : Continuing Introduction to Spanish
Students who have completed SPA 101, or who present one semester of college or two years of high school Spanish, can benefit from this continuation of the introductory course. The emphasis on the communicative application of the language continues; partners and group work enhance this. The fundamentals of survival Spanish grammar are rounded out, and more complex reading and writing skills are developed. Three hours weekly, plus recitation.

Credits 3
Prerequisites
SPA 101, one semester college, or two years high school Spanish
Corequisites
SPA-102R Recitation

SPA 110 : Intro to Spanish for the Health Professions
The course is designed for medical students and health care professionals who want to learn basic Spanish and to be able to communicate more effectively with Spanish-speaking patients and their families in order to form strong clinical-patient rapport. It's not a traditional Spanish language class. The course is for true beginners in Spanish with a focus on specific nursing tasks (e.g., to greet patients, conduct the medical interview, review the history exam, recommend prescriptions, fill out medical forms, read medical brochures etc.). It presents everyday situations that medical students, pre-professionals, and professionals may encounter at work settings such as hospitals, emergency rooms, doctors' offices, and clinics when dealing with Spanish-speaking patients and personnel in the US.
Credits 3

SPA 201 : Intermediate Spanish I

Building on the foundation course, this intermediate sequence develops increased proficiency in speaking Spanish and understanding a more advanced level of the spoken and written language. Study of the grammar fundamentals is completed. Classroom communication in Spanish, reading texts, and increasingly independent writing provide ample opportunity for applying the grammatical fundamentals. Students learn to express opinions, give explanations, argue a point, and generally strive for effective communication. Supplementary use of computer-aided instruction expands their understanding of life and culture in Spanish speaking countries. Classes are conducted in Spanish. Three hours weekly, plus recitation.

Credits 3

Prerequisites

SPA 102, two semesters of college, or three years of high school Spanish

Corequisites

SPA-201R Recitation

SPA 202 : Intermediate Spanish II

Building on the foundation course, this intermediate sequence develops increased proficiency in speaking Spanish and understanding a more advanced level of the spoken and written language. Study of the grammar fundamentals is completed. Classroom communication in Spanish, reading texts, and increasingly independent writing provide ample opportunity for applying the grammatical fundamentals. Students learn to express opinions, give explanations, argue a point, and generally strive for effective communication. Supplementary use of computer-aided instruction expands their understanding of life and culture in Spanish speaking countries. Classes are conducted in Spanish. Three hours weekly, plus recitation.

Credits 3

Prerequisites

SPA 201, three semesters of college, or four years of high school Spanish

Corequisites

SPA-202R Recitation

SPA 210 : Introduction to Spanish for the Health Professions II

SPA 210 is designed for the students who would like to combine their interests in fields or majors related to the health care professions with a more advanced knowledge of the Spanish language and culture. The course focuses on the vocabulary needed for the workplace, the grammar to complete the basic skills sequence, and task-based practical skills. A knowledge of basic Spanish is a prerequisite for the course.

Credits 3

SPA 211 : Advanced Intermediate Spanish I

This course, conducted in Spanish, consists of reading and discussion of newspapers, magazines, and samples of Hispanic literature. Meets three hours weekly.

Credits 3

Prerequisites

SPA 202 or four years of high school Spanish

SPA 230 : Hispanic Traditions, Values & Food

SPA 230 Hispanic Traditions, Values & Food explores the rich cultural and historical landscapes of Latin America and Spain, examining how Hispanic identity is shaped over time. Through the study of history, architecture, art, literature, and film, students will gain a deeper understanding of Latin American and Spanish cultures. The course focuses on cultural traditions and historical perspectives, helping students explore how past knowledge and customs influence the present and shape the future. Course is taught in English.

Credits 3

SPA 248 : Special Topics

The department will occasionally offer special courses in Spanish dealing with areas not otherwise included in the curriculum.

Credits 1

SPA 250 : Spanish Culture & Civilization Topics

This course explores different aspects of the cultural history of the Spanish-speaking countries. Selected topics will be analyzed through a variety of sources, such as historical documents, documentary movies and literary texts. Taught in English. Course is repeatable, so students may take it multiple times.

Credits 1

SPA 255 : Film & Society in Spain

This course investigates the culture and history of contemporary Spain through film, with emphasis on the fall of the Spanish empire (1898), the Spanish civil war (1936-1939), dictatorship, democracy (1975-), and the European union. A central concern is the construction of Spanish identity during the turbulent 20th century. This is a course for students who are interested in Spanish history and culture, in particular, and cinema in general. The main objective of the course is to develop and increase students' understanding of Spanish history and society through film. The course is taught in English. (Formerly SPA 335).

Credits 3

SPA 265 : Legends, Myths, and Folktales of Latin America

SPA 265 investigates the culture and history of Latin America through Legends, Myths, and Folktales. Through the analysis of folklore, students will deepen their understanding of the Spanish-speaking countries and their formation, development, identity, and culture. This course is taught in English.

Credits 3

SPA 270 : Hispanic Women Writers

This course is designed to familiarize and enhance students' critical and analytical reading and writing skills through selected works by Hispanic women writers from the Colonial through Contemporary periods. Using different genres (novels, short stories, poetry, drama, and essays), we will endeavor to understand how women's literary expression has been shaped by history, society, cultural identity, traditions, and politics in Spain and Latin America. The course is taught in English. Cross-listed with ENG 270 and WST 270.

Credits 3

SPA 273 : Intermed Spanish for Health Professions

Students will practice interview and health assessment techniques using Spanish only. As part of the course students will review the fundamentals of human physiology and gross anatomy in the target language. Previous knowledge of intermediate level Spanish is highly recommended.

Credits 3

Prerequisites

SPA 201, 4 years of high school Spanish, or permission of the instructor.

SPA 275 : Memory & Fiction in Spain
This course offers an overview of Spanish History from the fall of the Spanish empire in 1898 to the established democracy in 1975 and European Union. We will investigate the formation of Spain's national identity by analyzing its culture, literature and history. This course is taught in English.
Credits 3

SPA 301 : Advanced Spanish Conversation
This course deals with the production of speech, both from the point of view of articulation (intonation, production of sounds) and from the point of view of content. Through various sources ~ recordings, videos, readings ~ students are made aware of the divergent levels of speech (e.g., familiar, formal, literary, and poetic) and are called upon to write and deliver various kinds of speeches and oral presentations. Three hours weekly, plus online assignments on Blackboard and the Web.
Credits 3
Prerequisites
Two (2) 200-level courses in Spanish or permission of instructor

SPA 307 : Advanced Spanish Composition
Students keep diaries and write one original composition per week. Through constant research and correction of errors, rewriting, and re-editing until the best result is achieved, students learn how to self-correct. The class will conduct a systematic review of increasingly more difficult Spanish morpho-syntactic structures. As students intensively analyze model texts and their own revised drafts, their writing style in Spanish will become more effective. Class is held once weekly at the computer lab for group work.
Credits 3
Prerequisites
SPA-301

SPA 310 : Spanish Culture and Conversation
This course explores aspects of culture that are common in Spanish-speaking countries. The main goal of this course is to improve student's conversational skills through active, responsible participation in discussions, debates and oral presentations in class. Advanced language structures and idiomatic expressions will be used in conversation between couples, small and large groups. The course will be conducted entirely in Spanish, Previous knowledge of intermediate level Spanish is highly recommended. This course may be taken more than once for credit.
Credits 1

SPA 325 : Survey of Spanish Cultures & Civilizations
Credits 3

SPA 335 : Latin American Society in Film
In this course, selected issues affecting Latin America are examined: search for a cultural identity, class and race, men's and women's roles, artists' and intellectuals' influence on society, effects of economic and political dependency on great powers, etc., as depicted in films from and about Latin America, in Spanish, Portuguese, French, etc., with English subtitles. Taught in English. (New course number SPA 255).

Credits 3

SPA 348 : Special Topics
The department occasionally offers special courses in Spanish dealing with areas not otherwise included in the curriculum.
Credits 3

SPA 408 : Seminar
This is the capstone course. The course presents the typical format of readings, discussions of a student's research project, and its presentation by the student.
Credits 3

SPA XXY : Spanish Conversation Through Films
This course enhances students' Spanish speaking and listening skills through the study of film. By engaging with authentic dialogues, cultural themes, and cinematic storytelling from the Spanish-speaking world, students will expand their vocabulary, improve pronunciation, and develop conversational fluency. Class discussions and creative projects will encourage active language use in a meaningful cultural context. Designed for intermediate-level students, this course provides a dynamic and immersive approach to language learning. Recommended Preparation: Elementary level of Spanish.
Credits 3

Special Studies

SST 101 : Freshman Seminar
This course is designed to prepare first-time, full-time students for success in college. Students will develop an awareness of fundamental skills, which support achievement in all academic disciplines. These skills include time management, study skills, educational planning and use of campus resources. Emphasis is given to students developing the ability to apply these skills to their unique academic environment.
Credits 1

SST 111 : Founder's Seminar
Founder's Seminar (SST 111-112) is a two-semester study of a single topic that is intellectually challenging for students and faculty; some of the topics studied include "Evidence," "Passion," "Edges & Middles," and "Friction and Flow." In the fall, students discuss presentations on the topic made by faculty from the different disciplines and professions. In the spring, students develop their scholarly voices as tehy work on topically-organized individual projects which they present to their classmates. Students earn 1.5 credits (Pass/Fail) each semester. These courses are required for all entering first-year students and count toward their elective requirements. Founder's can be an entry point for the Russell Sage Honors program, Honoring Women's Voices.
Credits 1.5

SST 112 : Founder's Seminar
Founder's Seminar (SST 111-112) is a two-semester study of a single topic that is intellectually challenging for students and faculty; some of the topics studied include "Evidence," "Passion," "Edges & Middles," and "Friction and Flow." In the fall, students discuss presentations on the topic made by faculty from the different disciplines and professions. In the spring, students develop their scholarly voices as tehy work on topically-organized individual projects which they present to their classmates. Students earn 1.5 credits (Pass/Fail) each semester. These courses are required for all entering first-year students and count toward their elective requirements. Founder's can be an entry point for the Russell Sage Honors program, Honoring Women's Voices.
Credits 1.5

SST 120 : Transition to the U.S. Classroom & Culture
This is a one semester course offered on alternate campuses and required for first semester international students, unless exempted by the Director of Global Education, Cultural Enrichment, and Diversity. The course will focus on the transition that international students make when they begin studying in the United States. Focus will be given on American idioms, cultural differences, and classroom skills (reading, writing, and participation). This class will allow international students to discuss problems they are having in their daily interactions with American students and in American classrooms and questions that may come up during these interactions. Each class will also focus on specific area of necessity within their academic workload.

SST 121 : SAGE Seminar I
This first-year seminar sets the stage for success at Russell Sage College, supporting the student's sense of belonging and promoting ownership of her education. The student will develop an awareness and appreciation of the skills and resources key to becoming a lifelong learner and a SAGE (Successful, Active, Goal-oriented and Engaged) student.
Credits 1.5

SST 122 : SAGE Seminar II
This first-year seminar course builds upon the skills gained in SAGE Seminar I, supporting the student's sense of belonging and promoting ownership of her education. The student will develop an awareness and appreciation of the skills and resources key to her success as a lifelong learner and a SAGE (Self-sufficient, Accountable, Grounded and Evolved) student. During the second semester students focus on developing financial literacy, career awareness and leadership skills, as well as implementing the strategies to achieve academic success acquired in the first semester.
Credits 1.5

SST 125 : SIMACS Seminar
to be arranged by faculty

SST 201 : Community Service
This course offers the opportunity to engage in community service at non-profit organizations. A two-day training workshop, two-hour classes every other week, and a one-day post-experience workshop are required. Students may choose tutoring in a literacy project, work in a civic office, or serve in a non-profit organization.
Prerequisites
Completion of at least 30 college credits , a cumulative GPA of 22 or better

SST 335 : Harry Potter
In this class, we will examine Harry Potter as we encounter Rowlings 7-novel narrative from the standpoint of developmental changes and transformations. As Harry leaves his closet under the stairs and goes off to the ancient Hogwarts returning to the closet at Privet Drive at the end of each term, aspects of his identity emerge. We will follow these trajectories of change becoming an adolescent, learning magic, finding out that he is deeply loved, and hated, and feared, and discovering his unique powers. Although Rowling brings us a world of magic, the wizard world is deeply human; it is not impervious to the life course, to death, nor to the forces of good and evil. Harrys fate is to be marked and changed by his encounters with evil. Yet he is rescued by the powers of love and friendship. We will explore relations between Harrys and his friends paths toward becoming adults and our own.
Prerequisites
ENG 101, ENG 220, PSY 101, , a developmental psychology course
Advising Note
Take ENG-101 ENG-220 PSY-101; # Take PSY-202 PSY-203 or PSY-204

SST 444 : Study Abroad
Students interested in Study Abroad may contact rscdean@sage.edu. See sage.edu for more information. Note: registration in SST 444 requires completion of study abroad paperwork.
Credits 12

Speech-Language Pathology

SLP 101 : Introduction to Speech Science

The purpose of this course is to provide students with basic information concerning the physics of sound and the scientific bases of human communication. Emphasis in the course will be placed on: a) the acoustic characteristics of sound; b) the relationship of these characteristics to speech and hearing (focus will be on the acoustic, psychological and linguistic bases of communication); and c) models of speech production and speech perception. As part of the course, students will be introduced to instrumentation that has been used to study sound and learn how to interpret displays of speech generated from these instruments.

Credits 3

SLP 102 : Survey of Communication Disorders

This course introduces students to the nature and types of speech, language, and hearing problems in children and adults through the use of lectures, videos, mini assignments and open book quizzes. The wide-range of collaborative relationships that exist among professionals who assist individuals with special needs is also explored.

Credits 3

SLP 105 : Community Involvement

Serving and shaping your world as a future professional starts with this course which requires SLP students to engage in at least 8 hours of community involvement. Students will describe the experience or experiences and how this service has impacted them. Students will explore what they learned about themselves, what they learned about their community and how this pre-clinical experience will support their preparation for clinical work.

Credits 1

Corequisites

SLP 102

SLP 130 : Anatomy & Physiology for SLP

Students will be introduced to a foundational understanding of the normal anatomy and physiology of speech, language, and swallowing. Focusing on the function(s) of anatomical structures and the systems that they make up (e.g., respiration, phonation, articulation), students will gain an understanding of anatomy /physiology as a lens through which communication disorders can be understood.

Credits 3

SLP 201 : Introduction to Audiology

This primarily diagnostic course covers the psycho-physics of hearing and techniques of hearing testing. Emphasis is on audiogram interpretation, case findings, and connections to speech and language. The implications of hearing impairment on language acquisition, academics and quality of life are explored. Practice with equipment is included.

Credits 3

SLP 210 : Language Development

This course provides a study of typical language development in all language modalities: speaking, listening, reading, and writing. The role of language development and its implications for literacy are explored. In addition, individual differences are explored. Also covered is language sample analysis which addresses aspects of morphological, syntactic, semantic, and pragmatic development.

Credits 3

SLP 220 : Phoenetics
Students will explore the scientific basis of human speech production and perception, with some attention to the physics of sound and acoustic characteristics of sound. Students will engage in phonemic and phonetic transcription practice of typical, dialectal, developmental, and disordered speech, with implications for assessment and intervention for English speakers and English language learners.
Credits 3
Prerequisites
SLP 101

SLP 310 : Speech Sound Disorders
This course provides a study of the nature and description of speech production, typical speech sound development, and speech sound disorders. It includes theories of phonological development, assessment procedures, and evidence-based intervention practices and techniques. Special considerations in multicultural aspects of speech sound production are integrated throughout the course content.
Credits 3
Prerequisites
SLP 130 & SLP 220

SLP 320 : Language Disorders in Children
This course explores the nature and etiology of language disorders and literacy in children ages 0 to 18, with attention to assessment and intervention. Language acquisition implications, neurological and interactional causality, and the importance of interaction in the home are also explored, with emphasis on current issues and literature.
Credits 3
Prerequisites
SLP 210

SLP 420 : Aural Rehabilitation
This course covers the application of basic audiological principles to the areas of habilitation and rehabilitation with hearing impaired children and adults. Topics include impact and interventions involving speech/language, educational issues, use of technology and psychosocial effects.
Credits 3
Prerequisites
SLP 201

SLP 430 : Neurology and Neurogenic Comm Disorders
The purpose of this course is to provide upper-level undergraduate students with a broad overview of the neuroanatomy and neurophysiology of human communication. This overview will lead to an introduction of communication disorders resulting from nervous system impairment. The course will serve as a valuable introduction to neurogenic communication and swallowing disorders that will be described in greater detail during graduate study.
Credits 3
Advising Note
SLP 130

SLP 450 : SLP Services in Schools
Students will understand the continuum of speech and language services in public schools in New York State, as well as the categories of disabilities, the variation between and across disability classifications, and the impact of the disability on classroom performance. Students will understand the process of pre-referral and referral to the Committee on Special Education, and the development and implementation of Individual Education Plans to frame individualized instruction. Students will understand service delivery options, grouping of students in special education, and clinical decision-making based on evidence-based practice and strong ethical values.
Credits 3

SLP 470 : Supervised Clinical
This required field work experience offers opportunities for exposure to the clinical process with individuals having communication disorders by working directly with clients under the supervision of an SLP. Students are required to participate for 9 to 10 hours per week. The seminar component of this course provides students with a forum to discuss clinical issues related to their supervised clinical practicum experience. It provides opportunities for students to exchange ideas, problem solve clinical issues, and discuss clinical topics that support their clinical practicum experience.
Credits 2
Prerequisites
SLP 380

SLP 490 : Capstone
In this culminating experience, students integrate learning from the foundation courses in the Speech-language Pathology major to demonstrate competence for future academic preparation in the field of speech-language pathology. Students focus on language sampling, speech disorder analysis, professional writing, and professional ethics and are required to connect these topics with their undergraduate practicum.
Credits 3
Prerequisites
SLP 380

Theatre

Russell Sage College offers two degrees in theatre: the Bachelor of Arts in Theatre and the Bachelor of Science in Musical Theatre. Sage also offers minors in Theatre (described in the B.A. in Theatre program), as well as Dance, Music, and Visual Art.

THR 103 : Acting I: Storytelling/ Improvisation
This course provides an introduction to acting technique, focusing on stage movement, pantomime, and voice training.
Credits 3

THR 110 : Stagecraft
This course provides an introduction to set construction, lighting, properties, and sound as they relate specifically to the theater. It combines theory and practical application.
Credits 3

THR 115 : Acting Practicum
Acting Practicum is a twice-a-week "theatre gymnasium" that majors must take three times for credit. The focus of the course is to expand on the physical and vocal elements of other performances courses to strengthen skills in movement, voice and stage presence.
Credits 1
Corequisites
THR 103, or THR 203, or THR 225

THR 203 : Acting II: Contemporary Scene Study
This intermediate course focuses on the basics of the Stanislavskian system, focusing on stage dialects, improvisation, scene study and character development.

Credits 3
Prerequisites
THR 103 or by audition

THR 205 : History of Theatre
A survey of dramatic literature, history and theory from the Greeks and the Romans, to Medieval times, Shakespeare and the Restoration.
Credits 3

THR 209 : History of American Theatre
A survey of American dramas from O'Neill, Miller and Hellman to the works of Wendy Wasserstein, John Guare, and John Patrick Shanley. Theatre History will be considered in terms of leading actors, plays and political and social events of different time periods.
Credits 3

THR 212 : Modern Theatre
A survey of non-American dramatic literature, history, and theory from 1870 to the present. Emphasis is placed on Ibsen and the Theatre of the Absurd.

Credits 3

THR 225 : Voice and Text
In this course, students will explore using relaxation and articulation to create a more effective sound. Using techniques based on the work of Kristin Linklater, the class will focus on freeing the natural voice and finding a signature sound. Analysis of classical texts and public speaking skills will also be addressed.
Credits 3

THR 227 : Makeup for the Stage
This course will focus on stage makeup as used to accent natural features on the face, or to create a character through the distortion of natural features. There will be sections on special effects, ethnic makeup, period makeup, and gender reversal.
Credits 1.5

THR 230 : Stage Combat
This course of study focuses on research and analysis of stage combat disciplines and practical practice to learn the physical techniques necessary to safely perform staged fights.
Credits 1.5

THR 235 : Musical Theatre Scene Study
This course focuses on the development of the ability to move, act and express oneself through the media of lyric and music. The course of study will develop each student's physical instrument while addressing the special challenges and techniques needed by the musical stage actor. Each student will have ample opportunity for performance in class, as well as in a weekly student performance class and in the final public performance.
Credits 3
Prerequisites
THR 103

THR 248 : Special Topics in Theatre
The department occasionally offers special courses in theatre dealing with areas and topics not otherwise included in the curriculum.
Credits 3

THR 265 : Careers in Theatre Seminar
This seminar will prepare students for their next step after college, be going to graduate school, beginning auditions or relocating to another city. Students will assemble an online portfolio, audition binder and head shot and resumes, in addition to doing research on jobs, agents and educational options.
Credits 1.5
Prerequisites
Junior Standing

THR 303 : Acting III: Performance Style
This advanced capstone course is intended for students planning to pursue theatre in graduate school or a career in theatre. As such, it concentrates on detailed character development, audition techniques, the business of acting, and the preparation of four monologues the student can use in the auditioning process.
Credits 3
Prerequisites
54 or more completed credits and THR 203. Or by audition.

THR 304 : Directing
This course provides a study of the responsibility of the director in the staging of the play: play selection, analysis, casting and the relationship to other creative artists involved in the production. A practical demonstration and production manual are required as final projects. Primarily for Theatre and Musical Theatre majors at the junior level or higher or by permission of instructor.
Credits 3

THR 307 : Internship in Theatre
Credits 3

THR 308 : Performance Studio
Performance Studio is an opportunity for experienced students to do a deeper exploration of scene study and/or voice and text skills covered in the performance curriculum. The course is cross-listed with Acting II, Acting III, Acting IV, and Voice and Text. Students in this course will be expected to take a leadership role by mentoring and sharing skills with students taking the performance class for the first time. Performance Studio can be taken twice for credit.
Credits 3
Prerequisites
THR 203, THR 225, THR 235, THR 303, and THR 403

THR 321 : Performing Arts Practicum
A performance-intensive course designed to grant academic credit for student participation in the production season. Majors will take the course at least two semesters. Participation can be either as a performer or technician.
Credits 1.5

THR 401 : Directed Study
Thr Inst A directed study involving special topics in theatre. This course provides students and teacher/artists from the New York State Theatre Institute the opportunity to explore the entire range of theatre-related topics. (Formerly called Directed Study with NYS Theatre Institute)
Credits 3

THR 403 : Acting IV
In this capstone acting course, students will explore classical material through a look at Greek and English Renaissance texts. Skills will be developed through scene work and monologues, plus a study of the eras covered in each text.

Credits 3
Prerequisites
THR-103 , THR-203

THR 405 : Theatre for Young People
A methods course in the teaching of creative dramatics to children, including games, puppetry, and improvisation. Acting in, directing, and producing performances for child audiences will be explored through children's literature and plays.
Credits 3

THR 406 : Senior Project
Students design and execute individual projects under the supervision of a department advisor.
Credits 3

THR 407 : Internship/Theatre Institute
A full-time program involving academic study through classes, individualized instruction and written projects, and supervised applied experiences structured around the Institute's theatrical productions and its residencies in New York State schools. There is a $300 fee for this internship.
Credits 3

THR 410 : Honors Project
CAT and Theatre majors who satisfy college and departmental standards may be invited to undertake an Honors Project in place of a Senior Project. The expectation is that these individual, faculty-supervised projects are both qualitatively and quantitatively superior to a regular Senior Project.
Credits 3

Women's Studies

WST 206 : Sociology of the Family
This analysis of marriage and the family as an institution in historical and cross-cultural perspectives places emphasis on the changing roles in marriage, processes of partner selection, and marriage adjustment. (Cross-listed with SOC 206)

Credits 3

WST 207 : Cultural Perspectives of Health, Disability & Wellness
Health care is as much a part of culture as religion. A particular culture not only shapes and defines illness, disability and health but also determines what illnesses are available, who get them. and how they are treated. This course will deal with in-depth analyses and comparison of several traditional non-western health care philosophies and approaches including eastern (Chinese), middle eastern, Latino, and native American. Students will explore cultural factors related to therapeutic motivation, including health related beliefs and values, the quality of the health professional-patient communication process, and issues related to client control of treatment and dependency on the health professional and health care system.
Credits 3

WST 209 : Gender, Feminism & Society
This course examines sex, gender, and sexuality from sociological perspectives and feminist theoretical frameworks. It explores how categories of gender and sexuality are socially constructed and shaped by social institutions. Particular attention is given to feminist theories and social movements. (Cross-listed with SOC 209)
Credits 4

WST 211 : Introduction to Gender & Sexuality
This course is an introduction to the study of sex, gender, and sexuality. We will use both a psychological and sociological lens to examine differences between sex, gender, and sexuality. We will explore how gender and sexuality exist today, how they have changed over time and place, and their centrality in how we experience the world around us. We will focus on the social processes, structures, and institutions that influence, and are influenced by, gender across cultures. That is, we will examine how gender and beliefs about gender affect: parenting and home life; educational experiences and achievements; friendships and romantic relationships; experiences in the workplace, military, and sports; media; and political and economic systems. To this end, we will critically examine the interconnections between gender, sexuality, power and inequality. (Cross-listed with SOC 214)
Credits 3

WST 212 : Women and Social Movements
This course examines the participation and leadership of women in a wide variety of social movements in the United States and in the colonial societies that preceded it, from the earliest European colonial encounters to the present. An important focus of the course is the creation by women of the "official" women's and feminist movements. However, the course also focuses on the roles of women in other movements-those of the poor, of the working class, of African Americans and other ethnic groups peoples, and of the middle and upper classes. Women in movements promoting both progressive and conservative causes are studied. This course may be taken with an optional cultural lab (HST 212L) for one additional credit. This lab extends the focus of this course beyond the history of women and U.S. social movements strictly understood, into the realm of popular cultural understandings of that history. In this lab, students will study the ways that this history has been represented and "taught" in the popular media and in public discourse, and the ways that these representations themselves have impacted broader historical processes. Particular attention will be paid to depictions of this history in movies, television, print media, museums, musical productions, and various other types of performance. This lab will also attend to the ways that these depictions have shaped popular understandings. (Cross-listed with HST 212)
Credits 3

WST 215 : U.S. Latino/Latina Literature
An introduction to contemporary Cuban- American, Mexican-American (Chicano), and Puerto Rican Literatures, this course also explores the history and culture of these communities. Students will be introduced to some theoretical issues necessary to understand the main currents in Chicano/Latino Studies.
Credits 3

WST 220 : Women and Crime
This course will provide a broad overview of female offending, covering offender characteristics, crimes, and histories leading to criminal behavior. Theories of victimization and female offending, and feminist criminology will be introduced. The physical, psychological, legal, and social implications of women's criminal justice system involvement and incarceration will be explored. This class will consist of lectures, in-class discussion/activities, and guest speakers and videos, when appropriate. (Cross-listed with CRM 222 and PSY 222)
Credits 3

WST 222 : Women, Health and the Body
A sociological perspective of issues pertinent to women, health and the body will be addressed. This course is designed to familiarize students with how social institutions, industries, and social group membership influence women's experiences with health and the body. Topics include, but are not limited to, reproductive health, women as consumers and providers of health care, women and aging, breast cancer, eating disorders, and body image.
Credits 3

WST 226 : Art of the Sixties and Seventies
This course will examine avant garde art of the 1960s and 1970s in the context of the social history of the time, including the civil rights movement, feminism, the anti-war movement, counterculture and anti-authoritarianism, the sexual revolution, and other transformative paradigms. Period styles such as Beat, Pop Art, Fluxus, and Minimalism will be covered, as well as performance, installation, conceptual, video, land art, activism, photography, vernacular architecture, and postmodernism. Readings will be interdisciplinary: poetry, history, protest, commentary, and art criticism, among others. (Cross-listed with ARH 225)
Credits 3

WST 230 : Gender & Sexuality in Modern & Contemporary Art
The rapidly expanding literature of gender studies in art has emerged from feminist, LGBTQ, sexuality and masculinity studies. This course introduces the student to scholarly and critical methods used by authors in these fields as they examine gendered roles and human sexuality in art from the 16th-21st centuries. Students who receive credit in ARH 230 cannot take WST 230 for credit.
Credits 3

WST 232 : Oral Histories: Voices of the Past
This course will give students an opportunity to learn history directly from voices of the past while studying the theory, methodology and techniques of oral history. Fieldwork will be central to the course: students will conduct and evaluate an oral history interview with a person of their choice.
Credits 3

WST 244 : Fairy Tale: Understanding Metaphor
This course will use the fairy tale as a vehicle for studying the meaning and potential of metaphor. Readings will include traditional fairy tales as well as Modern English and European fiction. This is not a course in children's literature.

WST 248 : Special Topics
The department occasionally offers special topics courses covering topics not otherwise included in the curriculum.
Credits 3

WST 250 : Women's Literature
In this course, students read writing from several cultures to understand how women's cultural differences affect the reading of literature, and how cultural differences affect women's authoring of (authority over) texts.
Credits 3

WST 260 : Feminist Lives & Legacies
This one and half credit course will allow students to explore feminist lives and legacies, with a particular focus on readings for March as Women's History Month. Students will study the lives of feminists not typically found in their high school textbooks and engage in critical discussion of the assigned readings with classmates. Class discussions will include feminist inquiry and feminist theory and will explore how knowledge is constructed and history preserved. This course may be repeated with permission of the instructor. Readings covered will be different each semester.
Credits 1.5

WST 267 : Honors Ill-Behaved Women: Nursing and Literature

This interdisciplinary honors course takes as its focus the history and portrayal of nursing and nurses in literature, with a particular emphasis on the nineteenth- and twentieth-centuries. From the religious orders of women who preceded Florence Nightingale in serving the ill and infirm to the empowerment of women in nursing currently, the course explores the field of nursing from its origins to current time. The challenges and opportunities that nursing presented for diverse women will be analyzed by considering the ways in which gender, race, and class shaped and continue to shape their work experiences. Students will analyze the role of nursing in a variety of text selections, including historical literature, biographies and first-person accounts of leaders within the nursing profession, selected essays and fiction, as well as film excerpts. The course emphasizes the important contributions that women have made in the development of the field of nursing, including creating an awareness of the profession through literary production. (Cross-listed with ENG 267)

Credits 3

WST 270 : Hispanic Women Writers

This course is designed to familiarize and enhance students' critical and analytical reading and writing skills through selected works by Hispanic women writers from the Colonial through Contemporary periods. Using different genres (novels, short stories, poetry, drama, and essays), we will endeavor to understand how women's literary expression has been shaped by history, society, cultural identity, traditions, and politics in Spain and Latin America. The course is taught in English. (Cross-listed with ENG 270 and SPA 270)

Credits 3

WST 305 : Women in Developing Countries

This course studies women in developing societies experiencing social, political and economic change from a multidisciplinary perspective. It highlights the role and effects of cultural imperatives, historical transformations,and geographical conditions on the experiences of women. The contribution of women to the growth and development of their cultures, as well as to their own changing roles and status, is stressed. (Cross-listed with HST 305)

Credits 3

WST 310 : Victims and Their Experience

This course examines the nature, extent, and consequences of criminal victimization. Specific attention is paid to victims of domestic violence, victims of rape and sexual assault, child victims of abuse and neglect, and elderly victims. (Cross-listed with CRM 310)

Credits 3

Prerequisites

SOC 101 or CRM 111

WST 319 : Women and the Law

The relationship of women to the law is explored from many vantage points, including: how law has been used to limit/ expand women's place in society; the differential enforcement of law by sex; and women's role in the legal system. (Cross-listed with CRM 319, POL 319, and SOC 319)

Credits 3

Prerequisites

SOC 101 or CRM 111

WST 321 : Psychology of Women

This course examines the theoretical and empirical literature to the psychology of women. Topics include: The social construction of gender differences; growing up female, communication styles, women and movies, women and intimate relationships.

Credits 3

Prerequisites

PSY 202 or PSY 208

WST 323 : Women, Children & War
This is a cross cultural, global, historical course studying women and children as participants and victims of war. Using comparative case studies, the course examines women in leadership and supportive roles, and children as soldiers and military aids. It will investigate how historical conditions, class, religion and ethnicity interact to determine roles and status of women and children as actors and victims. It will include a focus on women as battle queens and children as heroic defenders of their societies. (Cross-listed with HST 323 and POL 323)
Credits 3

WST 329 : Domestic Violence
This course uses a multidisciplinary approach to examine the complexities of power, conflict, and violence in families. A main goal of the course is to improve students' analytic ability in consuming scholarly and popular knowledge about power and violence within the context of family relationships, including intimate partner and parent-child relationships. To achieve this goal, students critically evaluate how violence and abuse in families has been conceptualized over time and how researchers, service providers, policy makers, the criminal justice system, and the general public have responded to this social problem. (Cross listed with CRM 329 and PSY 340)
Credits 3

WST 332 : Conflict Management and Mediation
This course addresses the issue of conflict from two positions: (1) through an examination of the causes, processes, costs, and benefits of social conflict; and (2) by offering methods for conflict resolution. From a management perspective, the role of conflict in organizations will be approached by studying management structures and organizational hierarchies for the ways they produce various types of conflict. Using sociological theory and research, this course will address the relationship of social issues--e.g., difference and inequality, power and corruption-- to organizational and institutional conflict. Understanding that conflict can signal either a disruption in the operation of an organization or an opportunity for change and growth, this course will provide students with a broad-based perspective for making conflict an asset organizationally and interpersonally. The latter part of the semester will be devoted to methods for conflict resolution, including 25 hours of coursework needed for conflict mediation certification through a variety of certification options. Students will have the foundation to pursue an apprenticeship with a conflict mediation or dispute resolution center. (Equivalent to BUS 332)
Credits 3

WST 333 : Power and Privilege
This course provides student with a foundation for making sense of the production and distribution of class, power, and privilege in the United States. The course will focus on the institutional and ideological organization of economic hierarchies and social mobility. Students will be introduced to: classical and contemporary theories of class, power, and mobility; current sociological research in these areas; and the implications of a global economy. (Cross-listed with SOC 213)
Credits 4

WST 335 : Social Movements
This course examines the processes by which social movements emerge, develop, and decline. Particular focus will be on social change theory; the history of selected movements; political strategies for change; individual versus collective approaches; and the relationship of institutions and ideologies to the success and failure of social change. (Equivalent to HST 335, POL 335, and WST 335)
Credits 3
Prerequisites
SOC 101

WST 340 : Leadership & Diversity

What skills do 21st century women leaders need? What is leadership and how do leaders lead? What are the challenges unique to women leaders across race, class, ethnicity, ability and age? Effective leaders must understand the unique issues that exist when dealing with a highly diverse global community. This course provides an opportunity to examine leadership, and to explore the relations of leaders and followers across a variety of settings. The essential skills of effective leaders are explored, such as elaborating a vision, facilitating communication, working with diverse groups and teams, overseeing finances, and facilitating change. Students will be encouraged to examine systematically their own leadership potential as they reflect on historical and contemporary examples of effective business and political leaders as well as leaders of causes and social movements. Emphasis will also be placed on providing an opportunity to apply theories in practical applications.

WST 343 : Literature, Gender, & Sexuality

This course focuses on representations and self-representations of gender and sexuality in literature with an emphasis on literatures that represent gay, lesbian, transgender, bisexual, queer identity and sexuality. It will also explore key trends in feminist and queer literary and cultural theory that offer new approaches to the diverse literatures of the course.

Credits 3

WST 348 : Topics in Women's Studies

Women's studies will from time to time offer special courses dealing with topics not already covered in our existing curriculum. Watch for announcements and descriptions of these courses.

Credits 3

WST 351 : Women in the African Experience

This course explores the history of women in Africa from earliest times through today, in a wide variety of economic, political, cultural, geographic, and religious contexts. It stresses the changing role and status of women and their contributions to the growth and development of African society.

WST 355 : Innovation, Change & Society

This course will explore innovation and change in the social and organizational world. Open to all undergraduates who have completed 45 credit hours of coursework, this course is transdisciplinary - from business, to the social and physical sciences, to education, to women's studies, to the arts and humanities, to the health professions - and holds broad appeal to students who are interested in the process, implementation, and effect of innovation, change, and entrepreneurship.

Credits 3

WST 405 : Women's Studies Capstone Project

Independent or group projects are carried out by senior students in the Women's Studies Minor, under the supervision of the WST program coordinator and/or another WST faculty member.

Credits 3

Prerequisites

6 or more WST course credits

WST 448 : Special Topics in Social Responsibility

This course offers in-depth study of issues in social responsibility either beyond the range of core courses or of subjects suggested by evolving professional practice and not otherwise addressed in the curriculum.

Credits 3

Writing

WRT 100 : Engage and Communicate

Engage and Communicate is a course that emphasizes critical reading, writing, and thinking. The course is designed to engage students in meaningful intellectual discourse and to encourage students to explore ideas in a supported, small group setting, as they enhance their critical reading, writing, and thinking skills. Students will study the ways in which language shapes our lives as readers, writers, and thinkers and, in turn, how we shape language through engagement and communication. Students will compile a portfolio of their written work in the course for a final assessment. Writing 100: Engage and Communicate is designed primarily for entering and developing writers. Students who enroll in this course may earn 3 credits to be applied to the Distribution Elective requirement in the general education program. No credit awarded if student has already received credit for ENG 100, ENG 101, HUM 111, HUM 112, WRT 101, or WRT 201.

Credits 3

Advising Note

Permission of the Office of Academic Advising is required for enrollment in WRT 100.

WRT 101 : Writing in Community

Writing in Community: Discover & Respond is one of two courses in the first year writing and thinking sequence designed to engage and develop students' critical reading, thinking, and writing skills in the context of our dynamic global environment. The course provides students with the tools to examine texts and media so that they can conduct college-level academic writing as well as develop an awareness of the social impact and responsibility of thoughtful writing. Writing in Community emphasizes conventions of writing (diction, syntax, grammar, punctuation, and mechanics), critical analysis of primary sources, logical reasoning and organization, modes of rhetorical persuasion, and evidence-based arguments. Specific focus will also be given to ways in which language, writing, and speaking impact and connect with local and global communities and necessitate thoughtful reflection on the part of the writer. Note: A grade of C- or better (1.700) must be earned in WRT 101 to receive course credit. The grade of NC (no credit) is given to students who have not achieved a grade of C- or better but who have completed all coursework. Students who take this course cannot receive credit for ENG 101 or HUM 112 or WLD 101.

Credits 3

WRT 201 : Researching in Community

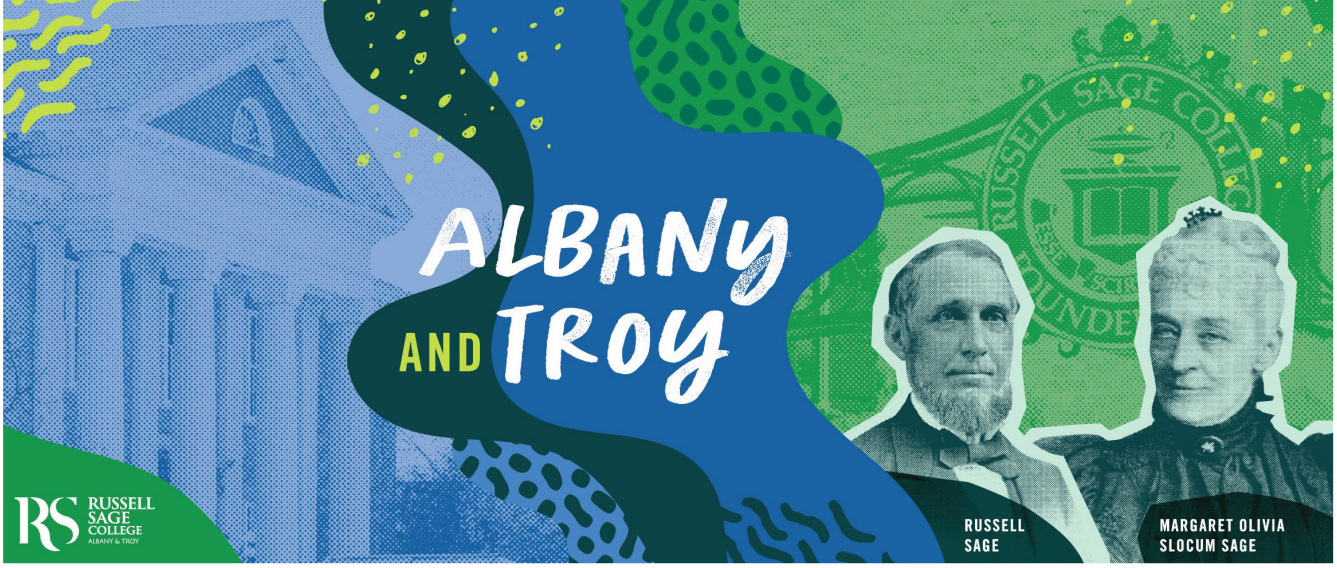
Researching in Community: Examine & Explore is the second course in the first-year writing and thinking sequence. This course engages students in the process of conducting, writing, and presenting academic research, understanding differing disciplinary conventions in writing, as well as adapting content and voice to various audiences. Alongside continued focus on critical analysis and the conventions of writing in WRT 101, this course focuses on methods of college-level research, evaluation of primary and secondary sources, and the critical examination and use of qualitative and quantitative evidence when supporting an argument. The course enhances students’ abilities to engage in research, writing, thinking, and presenting in a variety of academic, professional, and interdisciplinary contexts. Students who take this course cannot receive credit for ENG 102 or HUM 113 or WLD 201.

Note: A grade of C- or better must be earned in WRT 201 to receive course credit. The grade NC (no credit) is given to students who have not achieved a grade or C- or better but who have completed all coursework.

Credits 3

Prerequisites

WRT 101



1916

Founded in Troy, New York by Margaret Olivia Slocum Sage

Degrees

Bachelor's, Master's, and Doctorate

Motto

Esse Scire Facere ("To Be. To Know. To Do.")

Campuses

Albany: 15 buildings, 18-acre campus in University Heights neighborhood
Troy: 33 buildings, 15-acre campus in historic downtown district

Location

- 150 miles north of New York City
- 150 miles west of Boston
- 150 miles east of Syracuse
- 220 miles south of Montréal
- 240 miles north of Philadelphia

Mascot

Sage Gator

Colors

Gator Green & Hudson Blue

Russell Sage College
140 New Scotland Avenue, Albany, NY 12208
65 First Street, Troy, NY 12180