



RUSSELL
SAGE
COLLEGE
ALBANY & TROY

2022-2023

Undergraduate Catalog

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2022-23 Catalog



The 2022-2023 edition of the Russell Sage College Undergraduate Catalog was published June 14, 2022.

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.

About Russell Sage College

Academic Calendar

Academic Calendar

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

Summer 2022

May 16, 2022	Summer UG and GR classes begin
May 20, 2022	Add/Drop Ends
May 30, 2022	Holiday. College Closed
June 10, 2022*	Last Day to Withdraw from UG courses
June 20, 2022	Holiday. College closed
July 4, 2022	Holiday. College closed
August 12, 2022	Summer UG and GR ends
August 17, 2022	Summer Grades Due (5:00 PM)

*For UG courses that start on 5/16/22.

Fall 2022

August 15, 2022	De-registration (schedule dropped for nonpayment)
August 23, 2022	Fall UG and GR classes begin
August 29, 2022	Add/Drop Ends

September 2, 2022	Faculty Roster Reconciliation Due
September 5, 2022	Holiday. College Closed
September 30, 2022	Last Day to withdraw from Session 1 courses
October 3, 2022	UG Advisory grades & Comments Due (noon)
October 3, 2022	December Graduation Applications Due
October 8-11, 2022	October Travel and Study Days
October 10, 2022	Holiday. College Closed
October 11, 2022	No Classes. College open
October 14, 2022	Session 1 courses end
October 17, 2022	Advising for Spring 2023 Begins
October 17, 2022	Session 2 courses begin
October 18, 2022	Session 1 grades due
October 21, 2022	Add/Drops ends for Session 2 courses
October 31, 2022	Registration Opens for Spring 2023
November 11, 2022	Last Day to Withdraw from UG courses
November 11, 2022	Last Day to opt for Pass/Fail
November 23-27, 2022	Thanksgiving Break/Closed
November 28, 2022	Last Day to withdraw from Session 2 courses
December 5, 2022	Last Class Day (UG Day Classes)
December 6, 2022	Reading Day
December 7-9, 12	Final Exams (UG Day)
December 12, 2022	Last Class Day/Exams (UG Evening & GR)
December 14, 2022	Fall Grades due (12:00 PM)

Spring 2023

January 10, 2023	De-registration for non-payment
January 16, 2023	Holiday. College Closed
January 17, 2023	Spring UG and GR classes begin
January 23, 2023	Add/Drop Ends
January 27, 2023	Faculty Roster Reconciliation Due
February 15, 2023	May Graduation Applications Due
February 20, 2023	UG Advisory Grades & Comments Due (noon)
February 24, 2023	Last Day to Withdraw from Session 1 courses
March 6-10, 2023	Spring Break
March 8, 2023	Session 1 courses end
March 13, 2023	Advising Begins
March 13, 2023	Session 1 Grades due
March 13, 2023	Session 2 courses begin
March 17, 2023	Add/drop Ends for Session 2 courses
March 27, 2023	Registration Opens for Summer & Fall 2023
April 7, 2023	Last Day to Withdraw from UG courses
April 7, 2023	Last Day to opt for Pass/Fail
April 21, 2023	Last Day to Withdraw from Session 2 courses
April 26, 2023	Undergraduate Research Day
April 28, 2023	Last Class Day (UG Day Classes)
May 1, 2023	Reading Day
May 2-5, 2023	Final Exams (UG Day Classes)
May 8, 2023	Last Class/Exam (UG Evening & GR)
May 9, 2023	Graduating Students Grades Due (12:00 PM)
May 12, 2023	Baccalaureate Ceremonies
May 13, 2023	Commencement
May 15, 2023	All other Spring Grades Due

Accreditation, Organizations and Affiliations

Accreditation

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).

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 Department's 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

- Association of American Colleges and Universities, AAC&U
- 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, College of Saint Rose, 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)
- Council of Independent Colleges, CIC
- Commission on Independent Colleges and Universities NY, CICU
- The New American Colleges and Universities, NACU
- National Association of Independent Colleges and Universities, NAICU
- Online Consortium of Independent Colleges and Universities, OCICU

Mission and Purpose

The motto of Russell Sage College, "To Be, To Know, To Do," informs the educational 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.

A Russell Sage Education

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, creative arts in therapy, 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 business administration, 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 in 1916. 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, department stores, 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, occupational therapy, and nursing, offer accelerated bachelor's-to-master's or bachelor's to doctorate options. Any student at Russell Sage with

an academic record that qualifies her for graduate entry may develop an individualized plan to combine undergraduate and graduate degrees. Russell Sage also offers joint degrees with other institutions, including a 3-3 program with Albany Law School.

History of Russell Sage College

Founded 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.

Presidents of Russell Sage College

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-

History of 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. Noting the absence of a public community college in Albany County, President Lewis Froman received approval in 1957 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 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 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.

With programs 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. For students of strong potential and promise; In an active learning environment.

Special emphasis is 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 emphasizes problem-based learning and prepares students for the contemporary workplace. Students have multiple opportunities for internships and are encouraged to test their education and skills in the real world.

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.

Contact

Office of Admission

admission@sage.edu | 1-888-VERY-SAGE | 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/>

Academic Policy: Coursework

General Education

Students who complete the **Russell Sage College General Education program [36 credits]** 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. Student learning outcomes are assessed and documented through a variety of artifacts, course assignments, and transcripts.

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
- Culminating Experience (*in major program*)

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, GRE, HST, HUM, ITA, PHL, POR, RUS, or SPA

Natural Sciences, 3 credits

100- or 200-level course from: BIO, CHM, PHY, SCI, or PSY 215

Quantitative Reasoning, 3 credits

ECO 215, MAT 110, MAT 111, MAT 112, MAT 113, MAT 121, MAT 201, MAT 202, MAT 220, or PSY 207

Social Sciences, 3 credits

100- or 200-level course from: CRM, ECO, POL, PSY, or SOC

Wellness/Thrive, 3 credits

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

Distribution Elective, 3 credits

Complete 3 credits from one of the Distribution areas above that is outside of your major requirements.

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.

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/Thrive

- 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
- CAT 201 Intro CAT: Grief & Creative Healing
- CAT 211 Intro to Art Therapy
- CAT 216 Intro to Music Therapy
- CAT 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 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 and/or MAT 104, 3 credits. Completion of HUM 100 is recommended in the first term of study. Completion of MAT 104 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.

General Education at Russell Sage College, 2016-2019 : 38 credits

Russell Sage's general education program aims to assist students in developing the following Women of Influence Learning Goals, as delivered through our core requirements (the WORLD program) and our distribution requirements.

To Be, To Know, To Do: The Women of Influence Learning Goals

1. The Communicative Arts, including: Writing, Listening, Observing, Speaking, and Presentation

Ability to write in different styles and for a variety of audiences; interpersonal communication skills; public speaking skills; effective use of expressive modalities and technologies

2. Critical Analysis, Integrative Learning, and Research

Ability to evaluate and synthesize information from multiple sources; practice in working across disciplines on problems that require multiple perspectives; understanding of the general practices of scholarly research, and practice in the research techniques of the academic major.

3. Scientific and Quantitative Reasoning

Practice in scientific inquiry and quantitative reasoning (applying mathematical principles) in a real-world context

4. Global, National, and Local Citizenship; Ethical Engagement

A deep understanding of democracy; global interdependence and American pluralism; ethical issues and social responsibility

5. Intercultural Knowledge and Competence

Deepening awareness of and active involvement with diverse communities in and out of the classroom

6. Leadership, Teamwork, and Problem-Solving
Flexibility in taking on different roles in different contexts, demonstrating an understanding that educated professionals must move fluidly among those positions

7. Creative and Imaginative Thinking
Innovative thinking that integrates aesthetic sensibility, intellectual risk-taking; building upon acquired knowledge in new and multiple contexts

The World Program

WORLD stands for Women Owning Responsibility for Learning and Doing, and as the title of our general education program, translates Sage's founding motto -- "to be, to know, to do" -- into the educational challenges facing 21st century women. It further indicates our commitment to a global perspective and our respect for the diversity of our community, both narrowly and broadly defined.

Core Courses : 11 Credits

These three courses, which immerse students in reading, writing, critical thinking and analysis, intercultural knowledge and citizenship, teamwork, research, academic reflection and cultural literacy, offer a common educational experience to all Russell Sage students and provide a core around which co-curricular activities will be planned. Thus, students should expect to attend and benefit from many of the campus performances, lectures, and other activities that will be linked to their core course work.

WLD 101 Reading Women's Voices/Developing Our Own : 4 credits

WLD 201 Researching Women's Lives : 4 credits

WLD 401 Women Changing the World : 3 credits

2016 General Education Breadth Requirement : 27 Credits

The updated RSC General Education Program (that applies to students who enter RSC in Fall 2016 or later) assures a more diverse distribution of required coursework in five major breadth areas. The program also allows for assessment of targeted student learning outcomes in each area of breadth. Note that students may be able to satisfy some of the breadth requirements listed below through their required major and/or minor courses. In addition,

transfer students may be able to substitute transfer credits toward the Breadth requirement with approval of the Russell Sage College Dean. Students and advisors may inquire about this process through the Associate Dean's office (RSCadvising@sage.edu).

- Quantitative Reasoning (3 cr)
 - *Courses that meet this requirement will have [RSC-GenEd-Breadth-2016: Quantitative Reasoning] at the conclusion of the course descriptions in this catalog.*
 - *Approved courses as of May 18, 2020:* CHM 103, CHM 104, CHM 111, CHM 112, ECO 201, ECO 248 (*Spring 2019 only*), MAT 111, MAT 121, MAT 220, PHY 101, PHY 107, PSY 207, WST 248 (*Spring 2019 only*)
 - *Upon successful completion of a Quantitative Reasoning course students will be able to:*
 1. Determine if a written interpretation of quantitative data is supported by the data.
 2. Summarize multiple graphical or tabular displays of quantitative data.
 3. Solve problems by identifying and executing an appropriate method.
- Natural & Physical Sciences (6 cr)
 - *Courses that meet this requirement will have [RSC-GenEd-Breadth-2016: Natural & Physical Sciences] at the conclusion of the course descriptions in this catalog.*
 - *Approved courses as of May 18, 2020 :* BIO 101, BIO 101L, BIO 125, BIO 202, CHM 103, CHM 104, CHM 111, CHM 112, CHM 201, HST 155, HST 248 (*Fall 2016 only*), PHY 101, PHY 107, SCI 104, SCI 120, SCI 235
 - *Upon successful completion of a Natural & Physical Science course students will be able to:*
 1. Understand terminology: Within a given scientific discipline, there is typically a specific "language" with which the student must become familiar on at least a basic level.
 2. Formulate hypotheses based on information: Given a set of facts (in lecture) or observations (in the lab), a student should be able to make a general hypothesis that could be tested.
 3. Apply concepts to a given situation: This can be seen as the converse of (2) above. Just as a student should be able to formulate a hypothesis based on information, the student should also be able to

apply a hypothesis or theory that has been presented to predict outcomes.

- Social & Behavioral Sciences (6 cr)
 - *Courses that meet this requirement will have [RSC-GenEd-Breadth-2016: Social & Behavioral Sciences] at the conclusion of the course descriptions in this catalog.*
 - *Students must complete courses from two distinct disciplines (with two different course prefixes).*
 - *Approved courses as of May 18, 2020 :* COM 248 (*Spring 2017 only*), CRM 111, CRM 212, CRM 219, CRM 319, ECO 201, ECO 248 (*Spring 2019 only*), HSC 306, HST 115, HST 150, HST 208, HST 221, HST 225, HST 229, HST 230, HST 238, HST 245, HST 248 (*Spring 2017, Spring 2019, Fall 2019 only*), HST 335, HST 336, PACE 201, PACE 248 (*Fall 2016 only*), PHI/PHL 248 (*Fall 2016, Fall 2019 only*), PACE 248 (*Spring 2018 only*), POL 101, POL 115, POL 150, POL 208, POL 218, POL 219, POL 221, POL 225, POL 229, POL 230, POL 245, POL 248 (*Fall 2016 only, Spring 2018 only, Fall 2019 only*), POL 319, POL 326, POL 335, POL 336, PSY 101, PSY 208, PSY 326, SOC 101, SOC 111, SOC 206, SOC 209, SOC 212, SOC 213, SOC 219, SOC 240, SOC 319, SOC 335, WST 206, WST 209, WST 248 (*Spring 2019 only*), WST 319, WST 333, WST 335
 - *Upon successful completion of a Social & Behavioral Science course students will be able to:*
 1. Apply research, reading, analysis, interpretation, and writing skills to critical thinking and/or problem solving in the social sciences.
 2. Demonstrate an understanding of diverse perspectives, theories and concepts relevant to the discipline.
 3. Recognize the role of ethics, public policy, and/or the rule of law in society and its study.
- Humanities - Fine & Performing Arts (3 cr)
 - *Courses that meet this requirement will have [RSC-GenEd-Breadth-2016: Humanities-Fine & Performing Arts] at the conclusion of the course descriptions in this catalog.*
 - *Approved courses as of May 18, 2020 :* AFA 101, AFA 106, AFA 202, AFA 206, AFA 248 (

Fall 2016 only), AFA 317, ARH 225, DAN 111, DAN 212, DAN 213, DAN 226, DAN 231, DAN 235, DAN 241, DAN 250, DAN 316, DAN 347, DAN 349, DAN 404, ENG 248 (*Summer 2018 only*), ENG 308, ENG 348 (*Fall 2017 only*), HST 248 (*Fall 2018 only*), THR 103, THR 203, THR 205, THR 212, THR 248 (*Summer 2018 only*), THR 348 (*Fall 2017 only*), VPA 111

- *Upon successful completion of a Humanities-Fine & Performing Arts course students will be able to:*
 1. Identify cultural and historical perspectives within the art form.
 2. Interpret and apply technical and creative elements within the art form.
 3. Communicate a personal response based on a broad understanding of the art form.

- Humanities - History (3 cr)
 - *Courses that meet this requirement will have [RSC-GenEd-Breadth-2016: Humanities-History] at the conclusion of the course descriptions in this catalog.*
 - *Approved courses as of May 18, 2020 :* AFA 206, ARH 225, COM 248 (*Spring 2017 only*), DAN 212, HST 101, HST 102, HST 105, HST 106, HST 109, HST 110, HST 115, HST 150, HST 155, HST 208, HST 209, HST 218, HST 221, HST 225, HST 229, HST 230, HST 232, HST 233, HST 238, HST 243, HST 245, HST 248 (*Fall 2016, Spring 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019 only*), HST 250, HST 305, HST 320, HST 322, HST 324, HST 325, HST 329, HST 331, HST 335, HST 336, HST 348 (*Fall 2016 only*), HST 355, PACE 248 (*Spring 2018 only*), PHI/PHL 248 (*Fall 2019 only*), POL 115, POL 150, POL 208, POL 221, POL 225, POL 229, POL 230, POL 245, POL 248 (*Spring 2018, Fall 2019 only*), POL 335, POL 336, SOC 335, WST 232, WST 305, WST 335
 - *Upon successful completion of a Humanities-History course students will be able to:*
 1. Apply a historical and critical approach to the study of the evolution of human society, and understand this in terms of historical process, historical context, and environment.
 2. Identify the role played by social, political, and

economic forces in historical processes within societies and between societies.

3. Demonstrate an understanding of the relationship between historiography in general, and to current historical interpretations in particular.

- Humanities - Literature & Languages (3 cr)
 - *Courses that meet this requirement will have [RSC-GenEd-Breadth-2016: Humanities-Literature & Languages] at the conclusion of the course descriptions in this catalog.*
 - *Approved courses as of May 18, 2020 :* ARA 101, CHN 101, CHN 102, ENG 154, ENG 165, ENG 190, ENG 201, ENG 202, ENG 206, ENG 208, ENG 211, ENG 213, ENG 221, ENG 222, ENG 231, ENG 232, ENG 233, ENG 248 (*Fall 2017, Fall 2018, Spring 2019, Fall 2019 only*), ENG 266, ENG 267, ENG 270 (*offered as ENG 248 in Fall 2016*), ENG 321, ENG 341, ENG 248 (*Spring 2018 only*), FRE 101, FRE 102, FRE 201, FRE 202, GER 101, HST 348 (*Fall 2016, Spring 2017 only*), ITA 101, ITA 102, NSG 267, POR 101, SPA 101, SPA 102, SPA 110, SPA 201, SPA 202, SPA 210, SPA 211, SPA 248 (*Fall 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019 only*), SPA 270 (*offered as SPA 248 in Fall 2016*), SPA 273, SPA 335, SPA 348 (*Fall 2016, Spring 2017 only*), , WST 248 (*Fall 2019 only*), WST 267
 - *Upon successful completion of a Humanities-Literature & Languages course students will be able to:*
 1. Apply critical and reflective reading and thinking skills.
 2. Interpret cultural and historical knowledge in relation to language and literature.
 3. Demonstrate communicative skills including critical and creative writing, speaking, and presenting.
- Humanities - Elective (3 cr)
 - *Courses that meet this requirement will have [RSC-GenEd-Breadth-2016: Humanities-Fine & Performing Arts], [RSC-GenEd-Breadth-2016: Humanities-History], [RSC-GenEd-Breadth-2016: Humanities-Literature & Languages], or [RSC-GenEd-Breadth-2016: Humanities-Elect] at the conclusion of the course descriptions in this catalog.*

- *Approved courses as of May 18, 2020 :* All of the above listed courses in the other Humanities breadth areas will satisfy this requirement, along with these additional courses-COM 104, HUM 201, HUM 420, HST 230, HST 248 (Spring 2019, Fall 2019 only), PACE 248 (Fall 2016 only), PHI/PHL 248 (Fall 2016, Fall 2019 only), POL 248 (Fall 2016, Fall 2019 only), POL 230, VPA 248 (Spring 2018 only)
- *Upon successful completion of a Humanities-Elective course students will be able to:*
 1. Demonstrate an understanding of the human experience in historical, cultural or literary contexts.
 2. Apply critical thinking and interdisciplinary perspectives to course content.

General Education at Sage College of Albany, 2016-2020

The Literacies of Connection is Sage College of Albany and the School of Professional & Continuing Education's general education program. In a world that is increasingly complex and interconnected, the faculty of Sage College of Albany recognizes that our graduates need to understand both the diversity of fields of knowledge and also the ways in which those fields are interconnected and interdependent. Successful completion of general education outcomes will be assessed via a Live Text portfolio. Students are required to obtain a Live Text account in their first term of study at Sage. Completion of LiveText portfolio is required.

Second bachelor degree students possessing an undergraduate degree from an accredited college or university in the United States are exempt from general education requirements. Students 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.

Program Outcomes/Literacies:

- Verbal, Writing & Textual Literacy: Students will demonstrate the ability to evaluate, analyze, organize, and articulate ideas, in written and oral forms, through a variety of rhetorical modes/strategies.

- Global & Cultural Literacy: Students will demonstrate an understanding of how cultural differences (e.g., beliefs, values, traditions) impact personal and national thought and behavior.
- Civic, Historical & Legal Literacy: Students will demonstrate an understanding of the causes and effects of historical events or governmental processes through the use of primary and secondary documents.
- Visual Literacy: Students will demonstrate an understanding of how visual imagery shapes and informs the global circulation of ideas and information.
- Financial Literacy: Students will find, evaluate, and apply financial information for personal or professional application and will develop a personal financial plan demonstrating their understanding of financial responsibility.
- Values Literacy: Students will apply an ethical framework to decision making.
- Environmental & Scientific Literacy: Students will explain how scientists use scientific data, concepts, and other evidence to draw conclusions about the natural world.
- Quantitative Literacy: Students will accurately calculate and analyze quantitative data to arrive at appropriate mathematical conclusions to strategically solve applied mathematical problems.
- Health & Wellness Literacy: Students will describe and give examples of policy and methods employed to solve national and global health problems
- Technology Literacy: Students will demonstrate skills in utilizing appropriate technology for their discipline/career.

General Education Requirements : 33 credits

I. Cornerstone

Complete *all* of the following:

HUM 112 Language & Community, 3 credits *
 ITD 155 Sage Connections, 3 credits **
 ITK 101 Innovative Thinking/Learn, 3 credits ***
 ITK 301 Innovative Thinking/Engage, 3 credits
 Mathematics: MAT 110 or higher (ECO 215 or PSY 207 may be taken for the MAT requirement), 3 credits

II. Perspectives

Humanities, 6 credits

ARH, COM, EGL, ENG, HUM, PHL, or foreign language-102 level or higher.

(Courses must be from two different prefixes/ disciplines)

Social Sciences, 6 credits

CRM, ECO, HST, POL, PSY, or SOC

(Courses must be from two different prefixes/ disciplines)

Natural Sciences, 6 credits

BIO, CHM, PHY, or SCI

III. Culminating Experiences

Complete all of the following:

Live Text portfolio

Experiential Learning/Internship, 0-3 credits (based on major)

Capstone Seminar, 3 credits (in major)

Notes

*HUM 112: completion of ENG 101, ENG 102 or HUM 113 may be used to fulfill this requirement

**ITD 155: waived for first time freshmen and new transfer students with 21+ transfer credits upon admission

***ITK 101: waived for new transfer students with 45+ transfer credits upon admission

I.Think

A unique characteristic of the general education program is the I.Think program. This three-course sequence (the first two of which are general education requirements and a third which can be taken as an elective or may be required by specific programs) is designed to provide SCA students with experience in innovation thinking, creative problem-solving, group interaction, leadership, design thinking, and community engagement. Through these classes—called “Learn,” “Engage,” and “Innovate” — students will develop the skills and abilities necessary to succeed in a constantly-evolving world that increasingly demands individuals to be able to:

- seek solutions that transcend mainstream thought and a single-discipline approach,

- implement a problem/opportunity paradigm that serves others
- persist in the face of obstacles,
- value equally the roles of leader and team member and be ready to assume either as circumstances warrant,
- honor, value and encourage diverse views, opinions and approaches,
- negotiate with peers, subordinates and superiors,
- master technology and employ it as a means rather than an end, and
- use a variety of tools to communicate with a diverse population.
- These abilities are in turn placed in service to a commitment to community and to improving the world around us.

Competencies

Sage College of Albany is committed to providing opportunities for academic success. The assessment of English language and mathematics 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 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 111 and/or MAT 104. Completion of HUM 111 is recommended in the first term of study. Completion of MAT 104 is recommended in the first year of study.

All students seeking a bachelor's degree must demonstrate mathematics competency by passing a college level mathematics course, MAT 110 or higher. Students with a documented learning disability in mathematics must meet this mathematics requirement for the bachelor's degree.

Liberal Arts & Sciences (SCA)

ARH, BIO, CHM, COM, CRM, CRM, ECO, EGL, ENG, HST, HUM, MAT, PBH, PHL, PHY, POL, PSY, SOC, SCI, and foreign languages.

Course Descriptions

Course Descriptions

- Click [\[here\]](#) for Course Descriptions search page.

Schedule of Classes

- See [Self Service](#) Course Catalog screen using the Advanced Search tab

Course Prefixes

Course Descriptions: Liberal Arts & Sciences		catalog.sage.edu/classes catalog.sage.edu/liberal-arts-sciences	
Prefix	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	Albany/ Troy	L
BUS	Business	Albany	P
CAT	Creative Arts in Therapy	Troy	L/P
CHM	Chemistry	Albany/ Troy	L
CHN	Chinese	Online	L
COM	Communications	Albany/ Troy	L
CRM	Criminal Justice	Troy	L
DAN	Dance	Troy	P
ECO	Economics	Albany	L
EDU	Education	Troy	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
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
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
SCI	Science	Albany/ Troy	L
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

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.

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

Exceptions

The courses listed below also fulfill the liberal arts & sciences requirement:

AFA 205, AFA 206, AFA 214, CAT 201, CAT 203, CAT 211, CAT 213, CAT 216, CAT 218, CAT 330, CAT 430, CAT 442, CST 201, CST 205, CST 401, DAN 212, EDU 201, EDU 206, ISD 301, ITC 101, 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.

Majors & Minors

[To view a list of **Major Programs** use the [Degrees / Major Programs](#) tab at top of this page].

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.
- Review the [change of major chart](#) for major programs with specific admission criteria.
- Double 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.

Students wishing to change a major or add/change/drop a minor can do so by sending an email message from their Sage account to academicadvising@sage.edu with their name, ID number, and the new major or minor they wish to declare. All academic program changes require the approval of the Advising Office.

Minors

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 a 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.

Academic Exploration

Freshman students who are undecided or do not wish to declare a major at the time of matriculation may enter the Academic Exploration program (AEX) and will be assigned an advisor who specialize in academic and career counseling. Students in the Academic Exploration program will 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 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 many programs at Sage are dedicated to preparing students to enter professions that have specific course requirements and prerequisites, Academic Exploration students should work closely with the Office of Academic Advising to select courses in a potential major that will allow them to integrate seamlessly into a particular discipline. In addition to academic advisement, students are encouraged to speak with faculty, career planning staff and alumni. Students may also benefit in completing the [Focus 2 Career Assessment](#) program. In order to earn a bachelor's degree, students must successfully complete a major program. Diplomas are not granted for academic exploration.

Interdisciplinary Studies Major (Self-Designed)

In addition to those majors offered in the regular college curriculum, students may design an interdisciplinary studies major to accommodate particular academic interests. The proposed interdisciplinary studies major 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 Sage

undergraduate major. At least one-half of the credits required for the interdisciplinary major must be in upper-division courses as determined by the faculty advisors in the affected programs. Admission to RSC does not guarantee an interdisciplinary proposal will be accepted.

Students should first consult with the Department Chairs (or Program Directors) in the affected disciplines to create a written proposal¹ explaining their areas of interest and listing the courses that will enable students to achieve their objectives. This proposal must be approved by the Department Chairperson in each affected discipline and by the Dean of the College. ¹Student proposal form is available in [Sage Passport Portal](#), via the Student Information & Forms app (see Academic Advising menu).

Chart of Major Program and GPA Requirements

GPA's 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

Change of Major or Advisor

Students wishing to add or change a major may do so by sending an email message from their Sage

account to the Office of Academic Advising (academicadvising@sage.edu) with their name, ID number, and the new major or minor they wish to declare. All academic program changes require the approval of the Advising Office. Students should consult with the Office of Financial Aid if the major change will affect scholarship status or extend 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.

Requests for faculty advisor changes are processed through the Advising offices. Students may request a change via email (academicadvising@sage.edu). Note: advisor change requests can only be accommodated if there are other faculty advisors available within a department or program, but any advising concern may be brought to the advising office for assistance.

To see a list of Major Programs go to: [Degree Information](#). Click [here](#) to view the Minor Policy.

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 Offices in collaboration with the academic departments. (academicadvising@sage.edu).

Academic Program	Admission Requirements/ Criteria	Major Change Process
Art + Extended Media, BFA	<ul style="list-style-type: none"> Portfolio Review Cum GPA: 3.000 3.000 GPA in all courses required for Childhood Education program 	Email the Advising Office with request any time of year. See website for portfolio requirements, sagearts.slideroom.com/
Childhood Education, BS	<ul style="list-style-type: none"> 3.000 GPA in all courses required for Liberal Arts major program 	Email the Advising Office with request any time of year. Note: major change might not be approved until a student has demonstrated GPA requirements at Sage. Declaration of Childhood Education major requires completion of a liberal arts discipline, English, History, or Life Sciences.
Creative Arts in Therapy, BS	<ul style="list-style-type: none"> Students must complete a 	A faculty representative from the CAT program notifies the Advising office
Graphic + Media Design, BFA		portfolio review and/or performance audition
Interdisciplinary Studies, BA or BS		Email the Advising Office with request any time of year. See website for portfolio requirements, sagearts.slideroom.com/
Interior + Spatial Design, BFA		See Catalog page, Interdisciplinary Studies (B.A. or B.S.) for more information. Permission of Department Chairs required.
Undergraduate program leading to Law 3+3	<ul style="list-style-type: none"> Portfolio Review Cum GPA: 3.300 or higher LSAT completion, median score (minimum) required. 	Email the Advising Office with request any time of year. See website for portfolio requirements, sagearts.slideroom.com/
Nursing, BS	<ul style="list-style-type: none"> 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 	<p>Students contact: Professor Bobbi Gabrenya, gabrer@sage.edu.</p> <p>Major change requests to Nursing are reviewed twice a year after semester course grades are posted. Students must email the Advising Office by December 1 (fall review) or May 1 (spring review) with the official request. Candidates are reviewed by the Advising Office to determine eligibility. Final decisions rest with the Nursing department.</p> <p>*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.</p>
	<ul style="list-style-type: none"> Cum GPA: 3.250 Science GPA: 3.000 Space Availability 	Email the Advising Office with request any time of year. The program change might be put on hold until a student has demonstrated GPA requirements at Sage and depending on space availability. This includes requests to change from non-accelerated to accelerated track. Note: qualified candidates may be denied admission to the program if space is not available.
Physical Education, BS	<ul style="list-style-type: none"> 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.

Any undergraduate program leading to **Physical Therapy, DPT**

- Cumulative GPA: 3.250
- Science GPA: 3.250
- Space Availability

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 at Sage and depending on space availability. This includes requests to change from non-accelerated to accelerated track. Note: qualified candidates may be denied admission to the program if space is not available.

Students are usually admitted to the 3 + 3 program with Albany Law School as first-year students, although they may also apply at the end of their first year.

Students in the other programs may apply either as entering first-year students or at any time prior to the second semester of the junior year. Students who wish to apply after they have been admitted to Sage may obtain an application from the History and Society department offices or the Dean of Russell Sage College.

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/

Accelerated UG to GR Programs

The following accelerated programs are offered:

- BA or BS leading to Law (3+3 program with Albany Law School)
- BBA or BS in business administration and M.B.A. at Sage
- BS and MS in Education at Sage
- BA or BS leading to the MS in Occupational Therapy at Sage
- BA or BS leading to the Doctorate in Physical Therapy at Sage

Other accelerated programs allow students to choose their undergraduate major from a large roster of arts and science as well as professional majors.

In all accelerated undergraduate/graduate programs, students must maintain certain minimum GPA requirements and meet specific program requirements. See the appropriate catalog pages or consult with the program directors in the specific disciplines for more information.

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, dual and interdisciplinary majors, internships, and minors.

Founder's Seminar: Founder's Seminar (SST 111 & SST 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 they work on topically-organized individual projects which they present to their classmates. Students earn 1.5 credits (Pass/Fail) each semester. Founder's can be an entry point for the Russell Sage Honors program, Honoring Women's Voices.

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 coordinator 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 Office of Career Planning has listings of these sites in its online employment database, SAGELink. 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 must be completed and filed in the Office of Student Services. (See "Independent Work," above, for more information.)

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

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/
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.

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.*

Classification of Students

A student's academic classification (class standing or class level) is determined by the number of credits earned (completed) toward the bachelor's degree:

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

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/Director Dean and must be attached to the Substitution/Waiver Form before it is returned to the Office of Student Services.

In lieu of the Substitution/Waiver Form, Substitution/Waivers may be done via e-mail, but 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."

Fresh Start Program

An undergraduate student who is seeking readmission to Sage and has not attended Sage in four or more years may choose to have all Sage undergraduate coursework (from the prior attendance) be treated as transfer credits and therefore exempt from the calculation of the grade point average. In choosing this option, such a student would receive credit for courses in which a grade of "C-" or better was earned; the grades however, would not be included in the computation of the grade point average. In effect, students electing the Fresh Start policy will have old course work treated as transfer credit in the calculation of credit for courses, grade point average and the determination of eligibility for honors in the respective colleges. 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 recommendation of the Office of Academic Advising 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 Sage.

[Advisement Note: Per the federal financial aid satisfactory academic progress policy, original grades and credits will be used to determine financial aid eligibility.]

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.

Transfer of Credit

Transfer of Credit from Other Institutions

The Office of Student Services/Registrar evaluates credit earned at accredited institutions and per departmental guidelines. 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. Awarding of transfer credit is on a course-by-course equivalence basis for all coursework in which grades of "C-" or above 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.

Note: transfer credit is only granted for credits that will apply to the student's current degree program. If a student changes their major after initial matriculation, they may contact the Advising Office to determine if there will be a change in the amount of their transfer credits.

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 of Credit after Matriculation

An undergraduate student who intends to transfer credit from another institution after matriculation at Sage must file with the Registrar a statement of approval for the course to be taken, signed by the major advisor. No credit will be transferred without prior 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. Transfer credit approval forms are available in the Office of Student Services\Registrar.

Before registering elsewhere to take a required course normally offered at Sage, the student must obtain consent of his or her academic advisor(s) (or Director(s) of Advising) and verification of course equivalence (for courses not previously transferred to Sage) from the director of the program in which the course would be offered at Sage.

- 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, a maximum of 66 credits 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 half their major credits at Sage
- Students must complete at least 45 credit hours in residence at Sage
- 30 of the last 45 credit hours must be completed in residence

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

- Of the total 90 transfer credits permitted, a maximum of 66 credits 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 half their major credits at Sage
- Students must complete at least 45 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.

Links

- [Advanced Placement Program \(AP Credit\)](#)
- [College Level Examination Program \(CLEP\)](#)
- [Excelsior College Exam](#)
- [International Baccalaureate \(IB\)](#)
- [Armed Services Training](#)
- [Non-Collegiate Programs](#)

Second Bachelor's Degree

A maximum of 75 credit hours is applicable toward the baccalaureate degree at Russell Sage College. Second degree students must complete a minimum of 45 additional credit hours, including at least one-half the major field requirement. Second degree students possessing an undergraduate degree from an accredited college or university in the United States are exempt from all general education requirements at Russell Sage College. Students may appeal to the Dean of the College for a waiver of this requirement based on evidence of prior service learning experience. 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.

College Level Examination Program (CLEP)

Credit and/or placement is possible for qualifying scores from the College Level Examination Program. Up to 66 credit hours of exam and 2 year college credits may be earned. Normally, when credit is awarded it is applied to general education and elective requirements. For information about the CLEP program go to <http://clep.collegeboard.org>.

The following table specifies approved exams and credit available.

Exam	Score	Course 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
Intro to History of the US I	50	HST 105	3
Intro to 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

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. Note: credits earned through AP coursework transfers into Sage as credits from a 2-year school.

The following table lists approved exams and includes the minimum score required and credit awarded. College Board:

<https://studentscores.collegeboard.org/home>.

Exam	Score (minimum)	Course Equivalent	Cr.
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.

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.

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
Environmental 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	Quant reas-Gen educ requirement - 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

*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).

Excelsior College Exams (UExcel)

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.

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.

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.

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>

Academic Policy: Grading

Evaluation of Academic Work Grade Categories

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

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 grade point average.

P/F Pass/Fail. The policies governing the use of the P/F option apply only to those courses that can be elected P/F. See below for conditions. Courses offered only on a P/F basis are excluded from the limitations. Note: if a student fails the course, it is a real F grade and is included in GPA calculation.

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. These courses may not be major or minor requirements, including required support courses in a major program.
3. General Education courses not approved for P/F grade: HUM 112, ITK 101, ITK 301, RSC 101, RSC 201, RSC 301, WLD 101, WLD 201, WLD 401, WRT 101, and WRT 201.
4. Election must be made at the time of registration, up to and including the last day to withdraw from a course. See [academic calendar](#) for specific term dates
5. 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.
6. When requesting for a P/F course, students may choose to have a letter grade recorded under certain specified conditions by filling out the appropriate section of the P/F form. The student must complete this section at the time of registration. Courses taken for a letter grade under this option still count as courses taken P/F.
7. To be considered for Dean's List in a given regular term, a student must take a minimum of twelve credit hours on a letter graded basis during that term.
8. 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).
9. Students may use the P/F option to repeat a course that is approved for Pass/Fail.

10. 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 cancelled and the original grade will be used.

Faculty do not know who elects a course P/F. They will record a letter grade. The Registrar then assigns the appropriate grade (P or F). D- or higher grades are considered passing. Note: if a student fails the course it is a real F grade and is included in GPA calculation.

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.

P Passing. Indicates that the student has passed the course. (See policy on Pass/Fail grades, below)

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

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.

NC No-Credit. In courses as approved by the appropriate Curriculum Committee, students who make a good faith effort in the course but fail to earn a grade of C or higher (WLD 101 and WLD 201) or a grade of C- or higher (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.

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.

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 record, 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 cumulative grade point average.

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 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 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.

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.

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.

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

Note: some programs require higher grade point averages (GPA). For more information, see specific program pages in Catalog ([degree pages](#)) and Progress information in Student Planning.

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.

Academic Policy: Registration

Degree-Seeking Status (Matriculation)

A student with degree-seeking status may be eligible for financial aid, is able to plan a course of study that meets academic needs and interests, and will be assigned an advisor. A student who is uncertain of their major will be matriculated as an Academic Exploration student and will be assigned an advisor who specializes in academic and career counseling. 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 program up to the completion of 45 credit hours, at which point they will be expected to declare a major program.

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.

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.

Semester Course Load

Full-time Undergraduate Student: 12 or more credits per semester. The usual full-time semester load is 15-16 credits.

Part-time Undergraduate Student: fewer than 12 credits per semester.

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 credits by term in their SageAdvisor account. (Go to Student Planning - Plan & Schedule).

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. Send overload requests to: rsdcdean@sage.edu.

Note: an overload fee is charged for term credits above 18 (fall or spring). See Tuition and Fees information on [Sage.edu](https://www.sage.edu).

Class Attendance

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 (email recommended). 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 (proper documentation required)

must contact the Student Life Office, deanofstudents@sage.edu. A notice will be sent to the student's instructor(s) indicating the extenuating circumstances and 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 SageAdvisor by electronically submitting a roster reconciliation report for each course section typically at the end of the 2nd week of the term. See academic calendar for specific due dates.

For students who are registered (on the roster) 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 to resolve the issue. Attending is not a guarantee the student will be registered for the class.

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.

Registration, Course Planning, and Catalog Year

To plan a curriculum or a semester's course of study, students should use the Catalog associated with the year they entered the College or any subsequent Catalog. It is the student's responsibility to use this Catalog to outline course requirements in their curriculum and to inform the Registrar, in writing, of any change in catalog year. 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 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.

Add, Drop or Withdraw from Course

- Students may not enter a course after the add/drop period. See [academic calendar](#) for more information
- All changes in course selections for students must have the approval and signature of the academic advisor.
- Courses which the student drops prior to the end of the first five days of classes will not be recorded on the academic record. "Drops" after the deadline are recorded as withdrawal.
- All withdrawals from courses must be initiated by the student through the Registrar's Office.
- Students who withdraw from a course after the add/drop period will receive a grade of "W" on their academic record for that course.

- To withdraw from a course, students must have the approval of the academic advisor and show proof that they have notified the course instructor.
- The last day to withdraw from a course is generally the last day of the 12th week of classes. See [academic calendar](#) for specific term dates. The withdrawal process must be completed by or on this date.
- The Financial Aid Office reviews each student course withdrawal request to provide information on Satisfactory Academic Progress (SAP) status.
- Students who withdraw from a course must be aware that the withdrawal may affect their financial aid and scholarships and graduation timeline.

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 in good standing, with a GPA of 3.000, may take graduate courses for undergraduate credit, with advisor approval and permission of the Dean and the Dean of the School in which the graduate course is offered.

Undergraduate students who are seniors and who have a GPA of 3.000 may take two graduate courses for graduate credit, 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 they 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 degree must include a minimum of 30 credits beyond the 120 required for the baccalaureate degree. Students in undergraduate programs should seek advisement from their program advisor and from the graduate program to which they will apply to ensure that the courses selected apply to the appropriate programs.

Leave of Absence or Withdrawing from the College

Leave of Absence/Temporary Hiatus

Students who need to suspend their studies for a specific period of time, up to one academic year, may request a leave of absence (temporary hiatus) by contacting the Student Life Office (Dean of Students, 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, 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.

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 found on Sage.edu

(<https://www.sage.edu/academics/academic-resources/registrar/academic-record/>) is active for one academic year. 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 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. Students may request a copy of their records in most cases, but the College is entitled to charge for copies. Copies cannot be made of records when a "hold" status exists or 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.

Cross-Registration with Other Colleges

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

Colleges & Universities), students may take one or two courses per term (fall or spring); the requested course(s) should not be currently available at Sage.

Coursework completed through a local or study abroad consortium appear on the student's transcript as Sage credits (i.e., with a letter grade) and are not treated as transfer credits. Some institutions place additional restrictions on cross-college registrations. Students should consult with their faculty advisor and the Registrar's office early in the advising process to ascertain policies and procedures that must be followed for a particular institution.

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.

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.

Reserve Officer Training Corps (ROTC)

Air Force: Students may cross-enroll in the Air Force ROTC Program at Rensselaer Polytechnic Institute. 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 courses at Rensselaer complete a cross-registration form.

Army: Full-time students may cross-enroll in the Army ROTC Program at Siena College. Classes are taught on the Siena campus in Loudonville as well as on the Rensselaer campus in Troy. 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 courses at Siena complete a cross-registration form.

Common Elements of a Syllabus

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 Honesty

Academic dishonesty in any of its forms, including cheating, plagiarism, misuse of SageNet, and failure to comply with guidelines for the conduct of human research, will not be tolerated at Russell Sage College. A full statement of the policy on Academic Honesty can be found as an appendix to the Student Conduct Code on the Russell Sage College website. A hard copy can be requested from the Dean of Students in Albany Kahl Campus Center 145 (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, 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.

- 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.

[Updated May 2022]

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 student conduct policy and procedures:

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

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.

Academic Monitoring

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 Academic Standards Committee, (e) Advisory Grade Report (5th week progress), and (f) by the students themselves.

- **Advisory Grade Report:** undergraduate students may view their undergraduate advisory grades (fall and spring only) in SageAdvisor. The advisory report summarizes student academic progress at the 5th week. Grades and comments are included for each course by the course instructor. Advisory grades are not formally recorded on the student's official record, but are meant to serve as an indication of the student's academic progress to this point.

Academic Record Review

Full-time student records are scrutinized by the **Committee on Admission, Academic Standards, and Retention** (CAAR) at the end of each fall and spring semester to determine if they are making good progress and likely to meet graduation

requirements in the future. Part-time students will be reviewed at the end of the semester that they have attempted 12 credits. Students with a semester or cumulative GPA below a 2.000 may receive a Letter of Academic Action, as appropriate, from the Committee or Committee designee.

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.

Decisions made by the CAAR committee 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, the Committee 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). The Committee 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.

Suspended students may appeal to the Dean of the College 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. The Provost is the final decision-making authority on all academic matters.

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 the Academic Standards Committee (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 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.

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

GPA's 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

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.

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.

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

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 [Graduation & Degree Conferral](#) section for more information including graduation application due dates. See [Honors](#) for more information on Latin Honors 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.

- Thirty of the last 45 credit hours must be completed in residence (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.
- 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.
- 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.

Graduation/Degree Conferral

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

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.

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.

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.

Honors

Latin Honors: Students must have 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 honors is awarded as follows:

Cum Laude: Sage GPA between 3.500 and 3.699

Magna Cum Laude: Sage GPA of 3.700 to 3.899

Summa Cum Laude: Sage GPA 3.900 or higher

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.

Russell Sage College Honors Program

The Russell Sage College Honors Program offers highly-motivated students an innovative, rigorous, and participatory educational experience. The program challenges women to be engaged contributors and leaders within the academic community. 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 women's engaged 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/12 credits for transfer students. Honors coursework includes Founder's Seminar, 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.
- 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.
- Maintain a cumulative G.P.A. of 3.400.

More Information:

- To apply: contact the 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 advisers, a minimum GPA of 3.400, and demonstrated potential for academic excellence. Honors students must maintain a "B" average in Honors coursework.
- Honors students receive priority enrollment in Honors Seminars. Non-Honors students who wish to enroll in an Honors course must carry a minimum GPA of 3.000 upon registration and gain permission from the Honors Director.

For more information contact:

- Dr. Tonya Moutray, moutrt@sage.edu
Director, Honors Program
- Professor Nathanael Greene,
greenn2@sage.edu
Director, Honors Program

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.

Junior students having an overall cumulative average of 3.400 for four consecutive semesters of full-time study are eligible for election to the Athenians, a campus honorary society dedicated to upholding academic excellence at Sage. Faculty members who have done outstanding scholarly work may also be elected.

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
Omicron Delta Epsilon in economics
Phi Alpha Theta in history
Psi Chi in psychology
Sigma Tau Delta in English
Sigma Theta Tau in nursing

Alpha Sigma Lambda

Since 1982, Alpha Sigma Lambda at Sage recognizes the special achievements of adults matriculated in School of Professional and Continuing Education who achieve academic excellence while balancing the competing interests of home, work, school and community. Through leadership born of effort, both scholastically and fraternally, **Alpha Sigma Lambda** inspires its candidates to give of their strengths to their fellow students and communities through their academic achievements.

Matriculated School of Professional and Continuing Education bachelor's degree candidates who qualify may be invited to become members of Alpha Sigma Lambda Gamma Nu Chapter. Members must rank in the highest 10 percent of those students and must satisfy the following requirements:

- Matriculation in a bachelor's degree program in School of Professional and Continuing Education
- 3.700 minimum cumulative grade point average
- At least 24 completed Sage credits (institutional credits)
- Completion of 75 or more credits
- Liberal arts: at least 15 semester hours of a student's total hours should consist of credits in liberal arts and sciences
- Experiential learning credits are not graded and may not be used

Each spring, School of Professional and Continuing Education inducts new members from among selected outstanding students. For more information, contact the Office of Academic Advising at academicadvising@sage.edu.

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 to create an educational plan to ensure that their individual 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. The Office of Academic Advising provides support and information to students and faculty advisors about academic policies, procedures, course planning, timelines/deadlines and programs of study.

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 1-888-VERY-SAGE
www.admission.sage.edu | **APPLY:**
admission.sage.edu/applying/

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
140 New Scotland Avenue, Albany, NY 12208
Or by email: admprocessing@sage.edu

Admission Statuses

	A student whose very first enrollment at the undergraduate level is at Russell Sage College (day student). Includes students enrolled in the Fall term who attended college for the first time in the prior summer term. Includes a student who entered with advanced standing (college credits earned before graduation from high school) or who completed a GED and never attended college.
First-time Freshman Student (FF)	
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.

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.

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).
- A certified course-by-course evaluation of foreign credentials is required. Applicants may use any of the following evaluation services: World Education Services (WES), Education Credentials Evaluators (ECE), AACRAO, or International Educators Research Foundation, Inc.

- 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.

Re-enrollment/Re-admission

Former matriculated students who have been away from Sage (one or more terms) without an approved leave of absence must contact the Office of Admission, admission@sage.edu, for 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. Upon re-enrolling, students are newly matriculated under the current catalog in effect at the time of re-enrollment.

Fresh Start Program

A student who is seeking readmission to Russell Sage College and has not attended Sage in four or more years may choose to have all Sage coursework (from the prior attendance) be exempt from the calculation of the grade point average. In choosing this option, the student would receive credit for courses in which a grade of "C-" or better was earned; the grades however, would not be included in the computation of the grade point average (GPA). In effect, students electing the Fresh Start policy will have old coursework treated as transfer credit in the calculation of credit for courses, GPA, and the determination of eligibility for honors in the respective colleges. The decision to declare a "Fresh Start" must be communicated to the Registrar upon the recommendation of the Office of Academic Advising 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. All original grades earned (including those below a C-), remain on the student's transcript for record-keeping purposes, though they are not computed into the student's grade point average. Upon reenrolling, students are newly matriculated under the current catalog in effect at the time of reenrollment. Note: per the federal financial aid satisfactory academic progress policy original grades and credits will be used to determine financial aid eligibility.

Campus Policies

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 Conduct Code, available online as well as in the Dean of Students offices on both campuses.

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

Religious Policy Statement

Russell Sage College recognize 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.

Discrimination and Harassment Policy & Procedure For Students and Employees

Policy On Non-Discrimination and Harassment

In compliance with applicable federal, state and local laws, Russell Sage College ("Sage") does not discriminate on the basis of race, color, gender, gender characteristics and expression, sexual orientation, age, religion, actual or perceived national origin, actual or perceived gender identity, 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. Sage 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.

Matters covered under these procedures in the employment relationship include, but are not limited to, recruitment, hiring, job assignment, compensation, promotion, discipline, termination, and access to benefits and training. Matters covered in the academic setting include, but are not limited to, admission, housing, allocation of financial aid, use of college facilities, and the assignment of grades.

The Director of Title IX & EEO Compliance has been designated by Sage to coordinate its efforts to comply with applicable nondiscrimination laws and regulations. Questions or concerns regarding the scope and application of Sage Discrimination and Harassment Policy & Procedure For Students and Employees (the "Policy") should be directed to the Director of Title IX & EEO Compliance, Dishpaul S. Dhuga, J.D., 518-244-4809, titleix@sage.edu. Katherine Norman, Director of Accessibility Services, is the individual designated by Sage to coordinate its efforts to comply with reasonable accommodation obligations towards qualified individuals with accessibility needs.

Questions or concerns regarding reasonable accommodation of individuals with accessibility needs should be directed to Sage Section 504 Compliance Officer, Katherine Norman, Director of Accessibility Services, Third Floor of the Library, 518-292-8624 (Albany), 518-244-2208 (Troy).

What Is Prohibited Harassment?

Prohibited harassment is a form of discrimination. In general, it 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. This prohibition applies to anyone on Sage campuses. Harassment of students who are working or studying outside the campus proper is prohibited as well. Sage 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.

Sexual Harassment

With respect to sexual harassment, Sage's policy applies to all employees, applicants for employment, interns, whether paid or unpaid, contractors and persons conducting business, regardless of immigration status, with Sage. In the remainder of this document, insofar as it relates to sexual harassment, the term "employees" refers to this collective group.

Sage is committed to maintaining a campus free from sexual harassment. Sexual harassment is unlawful and may subject Sage to liability. Any possible sexual harassment will be investigated whenever Sage receives a complaint or otherwise knows of possible sexual harassment occurring. Those who engage in sexual harassment will be subject to remedial and/or disciplinary action.

Under federal and state law, sexual harassment includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

- Such conduct is made either explicitly or implicitly a term or condition of employment or enrollment,
- Submission to or rejection of such conduct is used as the basis for employment or academic decisions; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's

work or academic performance or creating an intimidating, hostile or offensive work or educational environment, even if the complaining individual is not the intended target of the sexual harassment.

However, this Policy prohibits all forms of sexual harassment, regardless of whether the harassment may give rise to a legal claim. A single incident of inappropriate sexual behavior may be enough to rise to the level of sexual harassment, depending on the severity of such incident.

Prohibited sexual harassment includes, but is not limited to the following:

- Physical assaults 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, grabbing, brushing against another employee's body, or poking another employees' body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Requests for sexual favors;
 - Subtle or obvious pressure for unwelcome sexual activities;
 - Sexually oriented gestures, noises, remarks, jokes or comments about a person's sexuality or sexual experience;
 - Spoken, written, and/or electronically transmitted verbal remarks of a sexual nature (whether directed to an individual or a group);
 - Sexually explicit, offensive, or sex-based jokes and comments; and
 - Sexual or gender-based comments about an individual or an individual's appearance.
- Sexual or discriminatory displays or publications anywhere in the workplace, such as:
 - Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials, or other materials that are sexually demeaning, pornographic.

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 Sage 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.

Sexual harassment is neither limited by the gender of either party, nor limited to supervisor-subordinate or teacher-student relationships. Sexual harassment can occur between male and female students and employees, or between persons of the same sex. Sexual harassment that occurs because the victim is transgender is also unlawful.

Supervisory Responsibilities

All supervisors and managers who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing behavior or for any reason suspect that sexual harassment is occurring, are required to report such suspected sexual harassment to the Director of Title IX & EEO Compliance.

In addition to being subject to discipline if they engaged in sexually harassing conduct themselves, supervisors and managers will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue.

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

Other Types of Harassment

Prohibited harassment on the basis of a Protected Characteristic, or any other protected basis, includes behavior similar to sexual harassment, such as: (1) verbal, written, and/or electronically transmitted conduct, including threats, epithets, derogatory comments, or slurs; (2) visual conduct, including derogatory posters, photographs, cartoons, drawings, or gestures; and (3) physical conduct,

including assault, unwanted touching, or blocking normal movement. Sage will not tolerate any such harassment.

Prohibition of Retaliation

It is a violation of federal and state law and this policy for any employee or student to retaliate against any student or employee for engaging in any 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.

Unlawful retaliation can be any action, more than trivial, that would have the effect of dissuading a reasonable worker from making or supporting a charge of harassment or any other practices forbidden by the Law. Actionable retaliation by an employer can occur after the individual is no longer employed by that employer. This can include giving an unwarranted negative reference for a former employee.

This includes retaliating against a student or employee who opposes a discriminatory practice, makes a good faith complaint about harassment and/or discrimination, or furnishes information or participates in any manner in an investigation of such a complaint.

Retaliation includes any conduct directed at someone because he or she engaged in such protected activity, which might deter a reasonable student or employee from making or supporting a charge of harassment or discrimination. Protected activity can include any of the following:

- filing a complaint of discrimination or harassment, either internally with Sage, or with any anti-discrimination agency,
- testifying or assisting in a proceeding or investigation involving discrimination or harassment,
- opposing discrimination or harassment by making a verbal or informal complaint to management, or by simply informing a supervisor or manager of discrimination or harassment,
- complaining that another student or employee has been discriminated against or harassed,

- encouraging another student or employee to report discrimination or harassment, and
- requesting an accommodation for a disability or a religious practice.

Retaliation is unlawful and will not be tolerated. Any individual found to have engaged in retaliation will be subject to disciplinary action, up to and including, termination of employment and/or dismissal from Sage.

Any employee or student who becomes aware of retaliation against a student or employee should contact the Director of Title IX & EEO Compliance or other senior officer immediately.

Confidentiality

Sage will, to the extent possible, maintain confidentiality with respect to complaints of discrimination and prohibited harassment. However, there is no such thing as an unofficial complaint of discrimination or harassment. Once Sage or its supervisors become aware of a complaint, Sage is required by law to take action consistent with this policy.^[1] These actions may require disclosure of the allegations to the extent necessary to conduct a complete and thorough investigation.

Complaint, Investigation, and Disciplinary Procedure for Employees and Students

Reporting Prohibited Discrimination and Harassment

Any employee or student who believes he or she is the victim of prohibited discrimination or harassment should file a complaint with the Director of Title IX & EEO Compliance. If, for some reason, an employee or student does not feel comfortable reporting discrimination or prohibited harassment to the Director of Title IX & EEO Compliance, he or she may also report it to any senior officer of Sage.

When an employee or student files a report with the Director of Title IX & EEO Compliance, he or she will be given a written complaint form to complete. A sample copy of this form is provided below at Exhibit A. The Director of Title IX & EEO Compliance will also provide the accuser and the accused with copies of this Policy for review.

However, even if an employee or student victim chooses not to file a complaint with Sage, if Sage knows, or reasonably should know, about a suspected incident of discrimination or harassment, Sage will promptly investigate to determine what occurred and then take appropriate steps to resolve the situation.

All employees of Sage are responsible for keeping Sage's environment free from discrimination or prohibited harassment. For that reason, if an employee observes or otherwise learns of conduct which may constitute discrimination or prohibited harassment, the employee must report the conduct to the Director of Title IX & EEO Compliance, even if the employee is not the victim of that conduct.

Investigation of Complaints

When Sage becomes aware that discrimination or prohibited harassment may exist, it is obligated by law to take prompt and appropriate action. Failure to do so is considered a violation of this Policy.

Once a complaint of discrimination or prohibited harassment has been made either in writing or orally, or observed discrimination or harassment has been reported, the Director of Title IX & EEO Compliance will make an initial assessment regarding the validity of the complaint. Unless the complaint is determined to be invalid (e.g. erroneous information, mistaken identity, etc.), the Director of Title IX & EEO Compliance, or his or her designee (who must be trained in discrimination and harassment, and this Policy), will promptly conduct a complete, thorough, and impartial investigation.

If the Director of Title IX & EEO Compliance or his or her 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 Director of Title IX & EEO Compliance or President to choose an adequately trained designee to conduct the investigation, then the Chair of the Board of Trustees will make this designation.

While the investigation is being conducted, interim measures will be available 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);
- changing living arrangements, course schedules, assignments, or test schedules (for students);
- providing increased monitoring, supervision, or security; and
- providing an escort.

No complainant or accuser is required to take advantage of these interim measures, but Sage provides them in an effort to offer help and support. Such interim measures can be requested by a complainant or accuser, by contacting the Director of Title IX & EEO Compliance. Sage will protect the confidentiality of accommodations or protective measures provided to a complainant or accuser, to the extent that doing so will not impair Sage's ability to provide the accommodations or protective measures.

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 Director of Title IX & EEO Compliance, or designee, shall:

1. Request and review all relevant documents, including all electronic communications.
2. 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.
3. 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.
4. Interview any identified or known non-party witness(es).
5. Attempt, where appropriate, to resolve the complaint by exploring and suggesting possible

solutions to the problem with all involved parties, provided, however, that the complainant or accuser will not be required to participate in mediation with the accused.

6. (If the preceding step does not resolve the problem), make and transmit a preponderance of the evidence determination in the matter of the allegation of discrimination/harassment to the accused, accuser, and, if the accused is an employee, 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.
7. 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; and
 - The basis for the decision and final resolution of the complaint, together with any corrective action(s).
8. Keep the written documentation and associated documents in a secure and confidential location. 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 seven to ten business days of receipt of a complaint.

Following the Investigation

Once the investigation is complete, the parties will be informed, in writing, of the outcome, including the finding, the sanctions (if any) and the rationale therefor. 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, under the Student Code of Conduct, Employee Handbook, Contract, and/or collective bargaining agreement with Sage. Should any change in outcome

occur prior to finalization, all parties will be timely informed in writing, and will be notified when the results of the resolution process become final.

If the investigation reveals that discrimination and/or prohibited harassment did occur, Sage 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).

Discipline

Sage takes complaints of discrimination and prohibited harassment with the greatest seriousness. For that reason, if, following the investigation, the Director of Title IX & EEO Compliance or other trained investigator concludes that it is more likely than not that the accused student or employee violated this Policy, Sage will pursue strong disciplinary action through its own channels.

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. Further information regarding internal disciplinary proceedings for students can be found in the Student Code of Conduct. Further information regarding internal disciplinary proceedings for employees can be found in the Employee Handbook and/or in any applicable collective bargaining agreement with Sage.

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.

Discipline for incidents of discrimination and harassment may take a variety of forms, depending upon the circumstances of a particular case. Among the disciplinary sanctions which may be imposed on students are the following: verbal warning, written reprimand, probation, restrictions, suspension and expulsion. Among the disciplinary sanctions which may be imposed on employees are: verbal warning, written reprimand, suspension without pay, and termination. The full range of student disciplinary penalties is set forth in the Student Code of Conduct. Employee disciplinary penalties are set forth in the Employee Handbook and/or in any applicable collective bargaining agreement with Sage.

All parties will be simultaneously informed of their potential rights to exercise a request for an appeal of the disciplinary determination, where applicable, under the Student Code of Conduct, Employee Handbook, Contract, and/or collective bargaining agreement with Sage. Should any change in outcome occur prior to finalization, all parties will be timely informed in writing, and will be notified when the results of the resolution process become final.

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, Sage may decline to provide legal, financial or other assistance.

Legal Protections And External Remedies

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

Aside from the internal process at Sage, employees 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 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. 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 with DHR may be filed any time within one year of the 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 Sage does not extend your time to file with DHR or in court. The one year or three years is counted from 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 sexual harassment has occurred. Probable cause cases are forwarded to a public hearing before an administrative law judge. If sexual harassment 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.

Contact DHR at (888) 392-3644 or visit dhr.ny.gov/complaint for more information about filing a complaint. The website has a complaint form that can be downloaded, filled out, notarized and mailed to DHR. The website also contains contact information for DHR's regional offices across New York State.

Civil Rights Act of 1964

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 individual 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, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief, but may take other action including pursuing cases in federal court on behalf of complaining parties. 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 individual 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: <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>.

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. Contact the local police department.

^[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.*

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](#). For any questions, please contact Director of Title IX & EEO Compliance, Dishpaul S. Dhuga, J.D., at 518-244-4809 or titleix@sage.edu.

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

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 adjustments under the Americans with Disabilities Act must register and provide documentation by a licensed professional 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 (Library): 65 First Street Troy NY 12180, (518) 244-2272 or in Albany (Library): 140 New Scotland Avenue, Albany NY 12208, (518) 292-1793. Sage.edu: <https://www.sage.edu/student-life/accessibility-services/>.

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 postsecondary 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 the Director of 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 the Director of 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, their complete medical and educational history, 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 in a timely manner, suggested prior to the beginning of each academic semester.

Accommodations

To access services, students must refer themselves to the Director of 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 course load, auxiliary aids, etc.), these guidelines must be followed to assure that the diagnostic evaluation report is appropriate for verifying accommodation needs. Specific procedures need to be followed in order to obtain reasonable and appropriate accommodations, academic

adjustments and /or auxiliary aids, any deviation from the process may slow down the process or accommodations may not be granted.

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.

Students must meet with the faculty member to review the accommodation letters and discuss accommodations. It is best to do this review after class or to set up an appointment with the faculty member. The student decides whether to disclose his/her disability to the professor or whether to share any pertinent information with them. Students are not required to identify their disability, although this information is often helpful to the professor. The student may want to explain how his/her disability may affect coursework in general; again this is not required. After the review of the accommodation letter, the faculty member and student both sign the accommodation letter.

Students should then review the accommodations. For testing accommodations, it is important to check in again with the professor at least one week before the exam date as a reminder and to be sure both parties have the same understanding of what is to occur. Meeting with the professor throughout the semester is necessary to discuss your accommodation needs.

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.

Academic Adjustments

Academic requirements must be modified, on a case by case basis, to afford qualified students with accessibility needs and applicants an equal education opportunity. For example, modification may include changes in the length of time permitted for completion of degree requirements. However, academic requirements that the recipient can demonstrate are essential will not be regarded as

discriminatory. A recipient may not impose upon qualified disability persons rules that have the effect of limiting their participation in the recipient's education program or activity; for example, prohibiting tape recorders in classrooms or guide dogs in campus buildings. Qualified disability persons with impaired sensory, manual, or speaking skills must be provided auxiliary aids, such as taped texts, interpreters, readers, and classroom equipment adapted for persons with manual impairments. Recipients can usually meet this obligation by assisting students to obtain auxiliary aids through existing resources, such as state vocation rehabilitation agencies and private charitable organizations. In those circumstances where the recipient institution must provide the educational auxiliary aid, the institution has flexibility in choosing the effective methods by which the aids will be supplied. So long as no disabled person is excluded from a program because of the lack of an appropriate aid, the recipient need not have all available aids on hand at all times.

Procedures for Requesting Academic Adjustments

A student who wishes to request academic adjustments under Section 504 of the Rehabilitation Act of 1973 should do so by writing to the Director of Accessibility Services. Russell Sage College reserves the right to require medical, psychological, neurological, or psycho educational verification of the disability causing the student to seek adjustments of academic conditions. Notification of any request for academic accommodations should be sent to the Director of Accessibility Services immediately. The Director will notify the faculty member(s) of the request; discuss options, if any, to meet the request; agree on the acceptable adjustments; and notify the student seeking the accommodations within 10 working days. **If an agreement cannot be reached, the Dean of the College will be notified for a meeting with all parties.** The Director of Accessibility Services shall file a final report of the discussion and resolutions no later than five working days after the agreement with all parties has been reached.

Procedures for Grievances Alleging Discrimination Based on Disability

Any member of 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 Director of Accessibility Services 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 Director of Accessibility Services 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 Director 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 Director to support or refute information contained in the investigation report. The Director of Accessibility Services 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

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 paraphernalia, 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.

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 Centers

- Troy Campus: Kellas Hall, (518) 244-2261
- Albany Campus: Kahl Campus Center, (518) 292-1917

Russell Sage College Alcohol and other Drug Education Coordinator. All alcohol and/or drug related services are free and strictly confidential.

- Troy Wellness Center, Kellas Hall (518) 244-2261
- Provides assessments and interventions, short-term counseling, referrals, consultations, educational programs, literature, and peer education.

Off Campus

Employee Services (Employee Assistance Program), 1-800-252-4555

- 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, Tro	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

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.

Campus Crime Statistics

Russell Sage College has two very safe campuses, as reflected in the security and fire safety reports available on [Sage.edu](https://www.russellsage.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

Financial Aid

To assist students and parents in meeting the costs of an education at Russell Sage College, the Office of Financial Aid Services offers a variety of scholarship, grant, loan, and employment programs. See [Sage.edu](https://www.sage.edu/admission/financial-aid/) for more information:

<https://www.sage.edu/admission/financial-aid/>.

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 credit hours per semester for undergraduates) to qualify for most financial aid programs. Most grants and scholarships provided directly by Russell Sage College require full-time attendance. 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.

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.

Conditions of Financial Aid Awards

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.

Undergraduate Satisfactory Academic Progress (SAP) Policy

See Sage.edu for the most up-to-date information:
<https://www.sage.edu/admission/financial-aid/federal-state-aid/undergraduate-satisfactory-academic-progress-policy/>

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 Disability 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 Disability 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 ($120 \times 1.5 = 180$). 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 ($4 \times 1.5 = 6$).
- *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	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.

Satisfactory Progress (SAP) Definition

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.

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

For a student to be considered as progressing normally and maintain eligibility for federal and institutional financial aid, students must achieve specific quality (grade 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.

Qualitative Standards: Grade Point Averages

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.

Cumulative GPA and Pace completion requirements to remain in good academic standing are as follows:

Attempted Credits	Grade Point Average (minimum)	Pace % (minimum)
0-30 credits	1.500	67.000
30.5-47.5 credits	1.750	67.000
48+ credits	2.000	67.000

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 those credits that were accepted as transfer credits. Pace of completion is determined by dividing the total number of credit hours earned (successfully completed) by the total number of credit hours attempted.

In order for students to monitor their academic progress, both the cumulative GPA and the Pace of Completion can be found on the student's Program Evaluation and My Progress (under Show Program Notes).

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 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 Incompletes (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.

Cumulative GPA and Pace completion requirements to remain in good academic standing are as follows:

Attempted Credits	Grade Point Average (minimum)	Pace % (minimum)
0-30 credits	1.500	67.000
30.5-47.5 credits	1.750	67.000
48+ credits	2.000	67.000

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, incompletes, 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.

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 [appeal guidelines](#).

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, incompletes, or withdrawals.

Satisfactory Academic Progress for New York State Aid

To be eligible, and remain eligible, for the **Tuition Assistance Program (TAP)**, students must:

- be a full-time (12 credits or more required credits per semester) and matriculated student at each level of study, and
- maintain good academic standing by meeting program pursuit and satisfactory academic progress requirements as detailed below.

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.

This chart is for students who received aid in 2007-08 through and including 2009-10 and HEOP students first receiving aid in 2007-08 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	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

This 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

New York State Higher Education Services Corporation (NYHESC)

NYHESC 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. 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.

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.

Major Sources of Financial Aid 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 [studentaid.gov](https://studentaid.ed.gov/sa/types/loans/interest-rates) 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. This 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.

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

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

These goals are implemented through purposeful programs in the following functional areas:

- Athletics
- Accessibility Services
- Career Planning
- Cultural Enrichment and Diversity
- New Student Orientation Programs
- Public Safety
- Recreation & Fitness
- Residence Life

- Spiritual Development
- Student Activities
- Student Life Office(s)
- Wellness Center

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/>

Tuition and Fees

Student Accounts

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 recent activity, and see previous statements. Note: 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 SageAdvisor Self Service using the SageNet User ID/Log in and Password and click on the Student Menu.

Visit the Student Accounts website on Sage.edu, <https://www.sage.edu/admission/tuition-fees/>, for the most up-to-date information.

Payment Due Dates

Semester Payment Due Date

Summer 2022 May 2, 2022

Fall 2022 August 1, 2022

Spring 2023 December 1, 2022

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. See Sage.edu for the most up-to-date information, <https://www.sage.edu/admission/financial-aid/tuition-fees/undergraduate-costs/>.

Tuition	Per Credit	Per Semester	Per Year
Full-time	–	\$16926	\$38851
Part-time	\$1130	–	–
Overload (more than 18 credits)	\$1130		
Audited Courses	\$145		
UG Summer Courses	\$608		

Semester, Program, Activity and Other Fees

Comprehensive Fee/Full-time Student (per semester)	\$750
Applied Art Fee (per credit)	\$25
Applied Music Fee (per course)	\$600
Student Teacher Placement Fee	\$250
HESI Fee - UG Nursing (select courses)	\$456-\$516
Study Abroad Fee (one time)	\$300
Activity Based and Other Fees	
Orientation Fee	\$250
Late Payment Fee	\$50
Transcript Request via National Clearinghouse	\$2.50

Graduation Diploma Application	\$95
Returned Check Fee	\$25
Note: the above fees are not refundable or subject to adjustment	

Room & Board Charges

Room Charges

Troy Campus	Per Semester	Per Year
Double or Triple Occupancy	\$3,215	\$6,430
Single Occupancy	\$3,550	\$7,100
Albany Campus	Per Semester	Per Year
Double Occupancy	\$3,215	\$6,430
Single Occupancy	\$3,550	\$7,100
4 BR Suite @ UHCS	\$3,900	\$7,800

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	Per Year
Ultimate+	\$3,712	\$7,424
Ultimate, Around the Block, and 75 & Thrive	\$3,556	\$7,112
Around the Block 75	\$1,408	\$2,816
Commuter Meal Plans (optional)	Per Semester	Per Year
Commuter plans available	\$200-\$485	\$400-\$970

[Room & Board information in Sage.edu](#)

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.

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.

Furthermore, an unpaid financial obligation to the College may result in the withholding of the student's grades, transcript of credits, diploma, and official reports and make the student ineligible for future financial aid awards, pre-registration, and resident room selections.

Payment Due Dates

Tuition Adjustment Schedules

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 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 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 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 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.

Faculty

Russell Sage College Faculty

Office of the President

Christopher Ames, President; Ph.D., Stanford University, B.A., University of Texas at Austin

Rosemary L. Grignon, MBA, Sage Graduate School; B.S., Russell Sage College; Executive Assistant to the President

Faculty (contact information)

Mark A. Ahola, Lecturer of Creative Arts in Therapy; M.M. Illinois State University, B.A. University of Illinois

Jennifer Aiossa, Assistant Professor; D.P.T. University of St. Augustine, B.S. University of Vermont

Daniel S. Alemu, Associate Professor; Ph.D., Illinois State University, M.S. Eastern Illinois University, B.A. Addis Ababa University

Teresa Armon, Assistant Professor; M.S. Russell Sage College, B.A. State University of New York at Albany

Robin Arnall, Assistant Professor; Ph.D. Chicago School of Professional Psychology, M.S. University of Phoenix, B.S. Missouri Southern State University

David Baecker, Professor of Theater; M.F.A. Florida State University, B.A. Washington University in St. Louis

Karen Balter, Associate Professor of Health Sciences; M.A. Western Michigan University, B.S.E. State University of New York at Cortland

Marisa Beeble, Associate Professor of Community Psychology; Ph.D. Michigan State University, B.A. Russell Sage College

Leslie Bennett, Assistant Professor; O.T.D., M.S. Creighton University, M.S., B.S. Russell Sage College

Becky J. Bernhardt, Associate Professor; O.T.D. Creighton University, M.S. Russell Sage College, B.S. University of Kansas

Michael Bienkowski, Associate Professor; M.B.A. University of Connecticut, B.A. Trinity College

Sam Blanco, Assistant Professor; Ph.D. Endicott College

Kimberly J. Brayton, Assistant Professor of Forensic Mental Health; Ph.D. Palo Alto University, J.D. Golden Gate School of Law

James Brennan, Associate Professor; Ph.D. University of Massachusetts, M.A. The Ohio State University, B.S. Springfield College

Kelly Brock, Assistant Professor of Physical Education; M.S.Ed. Canisius College, B.S. Russell Sage College

Sarah Brockway, Lecturer; M.S. Russell Sage College, B.A. State University of New York at Geneseo

Eileen Brownell, Associate Professor; Ph.D. Northcentral University, M.S. State University of New York at Albany, B.S. State University of New York at Farmingdale

Lynn Capirsello, Assistant Professor of Interior+Spatial Design; M.S., B.F.A. Syracuse University

Lesley Caracci, Assistant Professor; M.S. University of Massachusetts Boston, B.S. Syracuse University

Jolene Caresio, Lecturer; M.Ed. Westfield State University; B.A. Bay Path College

Anthony Cinque, Lecturer of Interior + Spatial Design; B.F.A. Russell Sage College, B.B.A. Russell Sage College

Ellen Cole, Professor; Ph.D. The Union Institute, Ed.M Harvard University, M.A. University of Pennsylvania

Debra Collette, Associate Professor; O.T.D. Rocky Mountain University, B.S. Utica College

Karen Conway, Lecturer of Interior + Spatial Design, B.F.A. Russell Sage College, B.S. Cornell University

Tracey A. Continelli, Associate Professor; Ph.D. State University of New York at Albany

Melody Davis, Associate Professor of Art; Ph.D. Graduate Center of the City University of New York, M.A. Stony Brook University, B.A. Barnard College

Leigh Davies, Associate Professor of Creative Arts in Therapy; M.P.S. Pratt Institute, B.A. University of Vermont

Cheryl Davis, Assistant Professor; Ph.D. Endicott College, M.S. Simmons College, B.S. University of Connecticut

Andrea Dievendorf, Lecturer of Biology; D.C. Palmer College of Chiropractic

Carol J. DiMambro, Associate Professor of Restorative and Criminal Justice; Ph.D., M.A. State University of New York at Albany, B.S. University of Kentucky

Erin Dolen, Assistant Professor, Nursing; M.S. Excelsior College, B.S. State University of New York at Plattsburgh

Francesca Durand, Associate Professor; Ph.D., M.S. State University of New York at Albany, B.S. State University of New York at Binghamton

Margot Elacqua, Associate Professor; O.T.D. Chatham University, M.B.A. Union College, B.S. Utica College

Jill Ensminger, Assistant Professor of Nursing;

Ceren Ertan-Yoruk, Associate Professor; Ph.D. Northeastern University, M.S. Suffolk University, B.A. Bilkent University

Marcy A. Fiet, Assistant Professor; M.S. State University of New York at Stony Brook, B.S. Russell Sage College

William Fillmore, Assistant Professor of 3D Art and Extended Media; M.F.A. Indiana University, B.A. California State University

Lori Finn, Assistant Professor; Ph.D., M.Phil. The Graduate School and University Center of the City University of New York, M.A. Queens College (CUNY), B.A. Clark University

Bonnie Fischer-Camara, Assistant Professor; O.T.D. Boston University, M.S., B.S. Touro College, B.A. State University of New York at Stony Brook

Kimberly A. Fredericks, Associate Professor; Ph.D., M.P.A., State University of New York at Albany; B.S., Russell Sage College

Kevin A. Fletcher, Assistant Professor; Ph.D., M.S. Rensselaer Polytechnic Institute, B.S. State University of New York at Geneseo

Roberta A. Gabrenya, Associate Professor of Law & Society; J.D. Vermont Law School, B.A. Kent State University

Andrew Gaetano, Assistant Professor; D.P.T. Ithaca College

Wendy Gaughan, Lecturer; M.S. Russell Sage College, B.S. Siena College

Kim Gendron, Assistant Professor

Tameka Gillum, Associate Professor; Ph.D. Michigan State University

Maureen Gokey, Assistant Professor of Writing; Ph.D. Cand., State University of New York at Albany, M.A. The College of St. Rose, B.A. St. Bonaventure University

Jeffrey Golden, Assistant Professor of Criminal Justice, Law & Behavioral Science; J.D. University of Illinois, Chicago, M.S., Criminal Justice, Saint Leo University

Kathleen Gormley, Professor of Literacy; Ph.D., M.S. State University of New York at Albany, B.S. Russell Sage College

Thomas A. Gray, Associate Professor of Chemistry; Ph.D. University of Florida, M.S., B.S. Emory University

Victoria Greenwood, Associate Professor; M.S. New York Institute of Technology, M.S. Russell Sage College, B.S. State University of New York at Binghamton

Janet Hakey-Brusgul, Assistant Professor; D.P.T. Russell Sage College, M.S. Long Island University, B.S. University of Vermont

Theresa Hartshorn Hand, Provost, OTD, Creighton University, M.S., Sage Graduate School; B.S., University of New Hampshire

Alicia Harlow, Associate Professor; Ph.D. Ball State University, M.S. San Francisco State University, B.A. Eastern Michigan University

Sonya Hauser, Associate Professor; Ph.D., M.S. Tufts University, B.S. Russell Sage College, B.A. Houghton College

Nancy Hellman, Assistant Professor; D.P.T. Boston University, B.S. Russell Sage College

Laurie Hepler, Assistant Professor; D.P.T. Temple University, M.S., B.S. Thomas Jefferson University, B.S. Juniata College

Marybeth Hoefs, Lecturer; B.S. Utica College

Sean Hovendick, Associate Professor of Graphic + Media Design; M.F.A. Syracuse University, B.A. Eastern New Mexico University

Kenneth J. Howard, Associate Professor of Biology; Ph.D. University of Wisconsin, Madison

Trudy Hutchinson, Assistant Professor; D.N.S. Russell Sage College, M.A. State University of New York at Albany, B.A. California State University San Bernardino

Susan M. Jenks, Professor of Biopsychology; Ph.D., M.S. University of Connecticut, B.A. Vassar College

Ekaterina Kagan, Associate Professor of Spanish; Ph.D., M.A., B.A. Moscow State University

Thomas C. Keane, Professor of Chemistry; Ph.D., M.S. Rensselaer Polytechnic Institute, B.A. Hunter College

Glenda B. Kelman, Professor; Ph.D. New York University, M.S., B.S. Russell Sage College

Elizabeth Kelley, Associate Professor of English; Ph.D. Binghamton University

Kathleen Kelly, Dean, School of Health Sciences; Ph.D., Rockefeller College, M.P.H., State University of New York at Albany, M.S., Sage Graduate School, B.S., Russell Sage College

Amanda Koennecke, Assistant Professor; B.S. State University of New York Institute of Technology, M.S. State University of New York at Stony Brook

Shanon Kress, Assistant Professor; M.S., B.S. Russell Sage College

Stacie M. Kutz, Associate Professor of Biology; Ph.D., M.S. Albany Medical College; B.S. Marist College

Deborah A. Lawrence, Professor of Mathematics; Ph.D., M.A., State University of New York at Albany; B.A., Russell Sage College

Kristi LaMonica, Associate Professor of Biology, Ph.D. Wesleyan University

Steven A. Leibo, Professor of History; Ph.D. Washington State University, M.A., B.A. University of California at Santa Barbara

Janel M. Leone, Associate Professor of Law & Society; Ph.D. The Pennsylvania State University, B.A. Franklin and Marshall College

Anthony Majeran, Assistant Professor; M.S.N. Stevenson University, B.S.N, B.A. University of Maryland College Park

Dayna Maniccia, Associate Professor of Public Health; Dr.P.H., M.S. State University of New York at Albany, B.S. State University of New York at Oswego

Colleen McCrief, Assistant Professor; M.S. Texas Women's University, B.S. Russell Sage College

Melinda McDaniel, Assistant Professor of 2D Design and Extended Media; M.F.A. The Ohio State University, B.F.A. Florida State University

Matthew McElligott, Professor of Graphic Design, M.A. State University of New York at Buffalo, B.F.A. Alfred University

Arlene McGuane, Assistant Professor; Ed.D. Cand., Columbia University, M.S. State University of New York Institute of Technology, B.S. Wagner College

Julie McIntyre, Associate Professor; Ph.D., M.S. Syracuse University, B.A. State University of New York at Plattsburgh

Shealeen Meaney, Associate Professor of English; Ph.D. State University of New York at Albany, M.A. University of Tennessee, B.A. State University of New York at Geneseo

Nancy J. Michela, Associate Professor; D.A.H.S. State University of New York at Albany, M.S., B.S. Russell Sage College, B.S. State University of New York at Albany

Michelle Morgan, Assistant Professor; M.S. New York University, B.S. Russell Sage College

Gayle Morse, Professor; Ph.D. State University of New York at Albany; B.A. Kennesaw State University

Tonya Moutray, Professor of English; Ph.D. University of Connecticut, M.A. University of Nebraska, Lincoln

Christine Mulligan, Instructor; M.S., B.S. Russell Sage College

Marci Murphy, Lecturer of Health Sciences; M.S. Colorado State University

Michael Musial, Professor of Music; M.M., M.A., B.F.A. State University of New York at Buffalo

Michelle Napierski-Pranci, Professor of Sociology; Ph.D. State University of New York at Albany, B.A. Siena College

Samara J. Nielsen, Assistant Professor; Ph.D. University of North Carolina, M.Div. Duke University, B.S. Massachusetts Institute of Technology

Emily A. Obuya, Associate Professor of Chemistry, Ph.D. State University of New York at Binghamton, B.S. Kenyatta University

Patricia O'Connor, Professor; Ph.D., M.A. New York University, B.A. St. Mary's College

Cheryl Ostryn, Assistant Professor; Ph.D. The Pennsylvania State University, M.S., B.S. Middlesex University

Rachael Paige, Assistant Professor

John J. Pelizza, Dean, Esteves School of Education & School of Management; Ph.D., University of New Mexico, M.S., Temple University, B.S., Kansas State College

Sandra Penny, Assistant Professor of Physics; Ph.D., M.S. University of Washington, B.S. University of Oregon

Katrin Ramsey, Assistant Professor; D.S. Rocky Mountain University, M.S. Columbia University, B.A. Lafayette College

Nancy Ranft, Associate Professor; O.T.D. Rocky Mountain University, B.S. The Ohio State University

Mary Rea, Professor of Biology; Ph.D. Rensselaer Polytechnic Institute, M.S. University of Ottawa, B.S. Ohio State University

Leah Rico, Assistant Professor of Graphic and Media Design; M.F.A., B.F.A. State University of New York at Buffalo

Josefina P. Roldan, Assistant Professor of Nursing;

Gabriella Rounds, Lecturer of Nursing;

Sarah Russell, Lecturer; M.S. Russell Sage College, B.A. Ashford University

Manijeh Sabi, Professor of Economics; Ph.D. Northeastern University, M.S. Kent State University, B.A. Wittenberg University

Jody Scardillo, Assistant Professor of Nursing; D.N.P. Oakland University, M.S. Russell Sage College, B.S. State University of New York Regents College

Alison Schaeffing, Assistant Professor of Geography;

Tiffany Schermerhorn, Lecturer of Nursing; M.S., B.S. Russell Sage College, B.A. Siena College

Sara Senecal, Instructor of Dance; M.F.A. Jacksonville University, B.A. State University of New York at Buffalo

Baani Singh, Lecturer of Interior+Spatial Design; B.Arch. Nagpur University

Gurpreet Singh, Assistant Professor; Ph.D. University of Kansas

Rupali Singh, Assistant Professor; Ph.D. University of Kansas Medical Center, B.P.T. Punjabi University

Jody Singley, Lecturer of Nursing; M.S., B.S. State University of New York Polytechnic Institute

Kelly Smith, Assistant Professor of Childhood Education; M.S., B.S. Russell Sage College

Peter Stapleton, Assistant Professor of Physical Education; Ph.D., M.A. Springfield College, B.A. College of St. Rose

Jerome Steele, Assistant Professor; Ed.D. Russell Sage College, M.S. State University of New York at Albany, B.A. Siena College

Harvey J. Strum, Professor of History; Ph.D., M.P.A., B.A. Syracuse University

Kelli Tamvada, Assistant Professor of Biology; Ph.D. State University of New York at Albany

Barbara Thompson, Professor; O.T.D. Creighton University, M.S.W. State University of New York at Albany, B.S. University of Florida

John Tine, Lecturer of Biology; Ph.D. Albany Medical College

Michele Van Buren, Lecturer of Nursing; M.S., B.S. Russell Sage College

Julie Verette-Lindenbaum, Assistant Professor; Ph.D., M.A. University of North Carolina, Chapel Hill, B.A. University of California Los Angeles

Lynne Wells, Assistant Professor; Ed.D. Russell Sage College, M.S. State University of New York at Albany, B.S. State University of New York at Plattsburgh

Erin Westenfeld-Elkins, Assistant Professor; D.P.T., B.A. Russell Sage College

Janice White, Associate Professor; Ed.D. Russell Sage College, M.S. State University of New York at Albany, B.S. State University of New York at Oswego

Huimin Xu, Associate Professor; Ph.D. University of Arizona, B.S. Xidian University

Marlene Zakierski, Associate Professor; Ph.D. Fordham University, M.S. Pace University, M.S., B.A. College of New Rochelle

Degrees and Certificates

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

[Undecided, Undeclared, Exploration, AEX]

First year undergraduate students who are undecided or do not wish to declare a major at the time of enrollment may enter the **Academic Exploration** program (AEX)¹. Students in the Russell Sage College 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 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 connect AEX 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.

¹Important Note: Diplomas are not granted for academic exploration. In order to earn a bachelor's degree, students must successfully complete a **major program**.

Suggested Plan of Study

Year 1 - Fall (15 credits)

RSC 101 First Year Seminar

WRT 101 Writing in the Community

Course in potential Major program

Course in potential Major program

Course in potential Major program or General Education course

Year 1 - Spring (15 credits)

WRT 201 Researching in the Community

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
- 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*

Academic Exploration
Bachelor's

American Studies

American Studies Minor

Total Credits	18
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The minor in American Studies will require students to take courses from at least 3 different disciplines represented within the American Studies program. It will allow students to focus on a specific period or issue in American Studies (for instance, Early American History, Literature, and Culture or Cultural Diversity in American Studies), or to simply draw from the full range of courses in the program.

American Studies

18

Minor

AMS Requirements

Complete the following (or an appropriate substitution):

Item #	Title	Credits
AMS 101	Introduction to American Studies	

History Requirements

Complete one US History Survey course from the following:

Item #	Title	Credits
HST 105	History of the United States I	
HST 106	History of the United States II	

Literature Requirements

Complete one US Literature Survey from the following:

Item #	Title	Credits
ENG 206	American Literature II	
ENG 208	American Literature I	

Required Electives

Complete 3 Electives selected with Advisor Support; at least one of these 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 (minimum): 2.200 or higher

Arts (Visual & Performing)

Art + Extended Media (B.F.A.)

Total Credits	87
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The BFA in Art + Extended Media at Russell Sage College is designed to prepare students to be artists in the 21st century. Our curriculum 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. A portfolio review is required for acceptance. Portfolios may be submitted online at sagearts.slideroom.com. Instructions are provided on the website. Students may request an on-campus portfolio review by contacting the Office of

Admission.

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.

Arts (Visual & Performing) Bachelor's

Core

Item #	Title	Credits
AEM 101	Drawing I	
AEM 105	2D Studio Techniques 1	
AEM 106	Sculpture Techniques 1	
AEM 201	Photography I	
AEM 206	Sculpture Techniques 2	
AEM 207	2D Studio Techniques 2	
AEM 222	Drawing 2	
AEM 231	Ceramics I	
AEM 250	AEM Studio 1	
AEM 260	AEM Studio 2	
AEM 327	Internship	
AEM 350	AEM Studio 3	
AEM 385	AEM Studio 4	
AEM 421	Capstone I: Studio Theory	
AEM 422	Capstone II: Production & Fabrication	
AEM 423	Professional Practices	
ARH 205	Art History I	
ARH 206	Art History II	
ARH 307	Modern Art & Criticism	
ARH 333	Contemporary Art Criticism & Theory	
GMD 217	Imaging I	
GMD 220	Imaging II	
Studio or Art History Electives		21

Degree Completion Notes

- Total credits required for bachelor 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

ISD 102 Spatial Design
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

Art History Minor

Total Credits	18
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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.

Arts (Visual & Performing) Minor

Core

- Complete all of the following:

Item #	Title	Credits
ARH 205	Art History I	
ARH 206	Art History II	
ARH 307	Modern Art & Criticism	

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 (minimum): 2.200 or higher

Creative Arts in Therapy (B.S.)

Total Credits **78-88**

The B.S. in Creative Arts in Therapy 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 Creative Arts in Therapy 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 Creative Arts in Therapy it is necessary to acquire an advanced degree.

All students concentrating in any of the performing arts must perform at least once during their career at Russell Sage College.

Arts (Visual & Performing)
Bachelor's

Core Requirements

- Complete *all* of the following:

Item #	Title	Credits
CAT 201	Introduction to Creative Arts in Therapy: Grief and Creative Healing	
CAT 207	Practicum I: Creative Arts in Therapy with the Individual	
CAT 307	Practicum II: Creative Arts in Therapy in Groups	
CAT 407	Creative Arts in Therapy Integrated Experience	
CAT 430	Seminar II: Elements of Therapeutic Flow	
CAT 442	Seminar III: Family Creative Arts in Therapy	

Required Supporting Courses

- Complete *all* of the following:

Item #	Title	Credits
PSY 101	Introduction to Psychology	
	PSY 202 or PSY 208	3-4
PSY 308	Abnormal Psychology	
PSY 406	Personality Theory	

Concentrations

- Complete *one* of the following concentrations in dance, music, theatre, or visual art.

Concentration in Dance

- Complete the following:

Item #	Title	Credits
CAT 213	Introduction to Dance Therapy	
DAN 213	Dance Medicine	
DAN 226	Creative Movement for Children	
DAN 404	Performance Repertory	
	DAN 405 or DAN 410	3
	DAN 111 or DAN 270	
	DAN 241 or DAN 350	
	DAN 231 or DAN 235	

Concentration in Music

- Complete the following:

Item #	Title	Credits
CAT 216	Introduction to Music Therapy	
MUS 111	Basic Musicianship I	
MUS 112	Musicianship II	
MUS 208	Masterpieces of Music	
MUS 217	American Musical Theatre	
MUS 231	Guitar	
	Chorus: Sage Singers	6
	MUS 315, 318, or 319	5
MUS 405	Senior Project	

Concentration in Theater

Complete the following:

Item #	Title	Credits
CAT 218	Introduction to Theatre Therapy	
THR 103	Acting I: Storytelling/Improvisation	
THR 203	Acting II: Contemporary Scene Study	
	THR 205 or THR 209 or THR 212	
THR 303	Acting III: Performance Style	
THR 304	Directing	
THR 406	Senior Project	
DAN 226	Creative Movement for Children	

Concentration in Visual Arts

Item #	Title	Credits
AEM 101	Drawing I	
	AEM 105 or AEM 202	
	AEM 215 or AEM 222	
	AEM 203 or AEM 208	
	AEM 106 or AEM 231	
GMD 217	Imaging I	
	ARH 206 or ARH 207 or ARH 214	
	AEM 421 or AEM 422	

Practicum and Internship Requirements

Students are responsible for transportation arrangements to and from practicum and internship settings. Yearly physical examinations and immunizations are required by most Creative Arts Therapy practicum and internship placements. 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.

Transfer Policy for Visual Arts Concentration

All transfer students concentrating in the visual arts must complete six credits of studio work and the senior project at Russell Sage College, regardless of prior college experience.

Degree Completion Notes

- Total credits required for bachelor 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

Graphic + Media Design (B.F.A.)

Total Credits	84
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The B.F.A. program in Graphic + Media Design at Russell Sage College [84 credits] has been developed for students planning to pursue a professional career in graphic design, illustration, web design, motion graphics, and video. 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. A portfolio review is required for acceptance. Portfolios may be submitted online at sagearts.slideroom.com. Instructions are provided on the website. Students may request an on-campus portfolio review by contacting the Office of Admission.

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.

Academic Standards

All Department of Art + Design majors must achieve a minimum major grade point average of a 2.200 in all required art, design, and art history courses. All students entering any of the Art + Design programs are required to have their own laptop and software for use in their courses starting the first year. See art.sage.edu for more information. Required courses for the GMD program are offered on the Albany campus.

Arts (Visual & Performing)
Bachelor's

Core Requirements

- Complete all of the following:

Item #	Title	Credits
AEM 101	Drawing I	
ARH 205	Art History I	
ARH 206	Art History II	
ARH 320	History of Graphic Design	
	ARH Elective	3
GMD 201	Type and Design I	
GMD 203	Graphic Design I	
GMD 207	Graphic Design II	
GMD 217	Imaging I	
GMD 218	Type and Design II	
GMD 220	Imaging II	
GMD 225	Time Arts	
GMD 305	Interactive Design I	
	GMD 306 or GMD 415	3
GMD 311	Graphic Design III	
GMD 320	Imaging III	
GMD 321	Digital Studio Techniques	
GMD 322	Animation I	
	GMD 348 or GMD 448	3
	GMD 348 or GMD 448	3
GMD 405	Senior Capstone I	
GMD 406	Senior Capstone II	
GMD 420	Professional Practices	
	GMD 427 or GMD Elective	3
ISD 102	Spatial Design	
	AEM, ARH, GMD, or ISD electives	9

Degree Completion Notes

- Total credits required for bachelor 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

AEM 101 Drawing I
AEM 105 2D Studio Techniques
GMD 217 Imaging I
RSC 101 Thriving at Sage
WRT 101 Writing in Community

Year 1 - Spring

ISD 102 Spatial Design
GMD 220 Imaging II
GMD 225 Time Arts
WRT 201 Researching in Community
General Education Course

Year 2 - Fall

ARH 205 Art History I
GMD 201 Type and Design I
GMD 203 Graphic Design I
GMD 320 Imaging III
RSC 201 or General Education

Year 2 - Spring

AEM 201 Photography I
ARH 206 Art History II
GMD 207 Graphic Design II
GMD 218 Type and Design II
RSC 201 or General Education

Year 3 - Fall

ARH 320 History of Graphic Design
GMD 305 Interactive Design I
GMD 311 Graphic Design III
GMD 322 Animation I
RSC 301 or General Education

Year 3 - Spring

GMD 306 Interactive Design 2
GMD 318 Type & Design III
GMD 321 Digital Studio Techniques
RSC 301 or General Education
General/open Elective course

Year 4 - Fall

ARH Course
GMD 348/448 studio course
GMD 405 Senior Capstone I
GMD 427 Internship
AEM/GMD/ISD Studio Course

Year 4 - Spring

GMD 406 Senior Capstone II
GMD 415 Animation II
GMD 420 Professional Practices
AEM/GMD/ISD Studio Course
General/open elective course

Graphic + Media Design Minor

Total Credits	18
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Students pursuing the minor in Graphic + Media Design will gain basic design and production skills.

Arts (Visual & Performing)
Minor

Core

- Complete all of the following:

Item #	Title	Credits
AEM 201	Photography I	
GMD 201	Type and Design I	
GMD 203	Graphic Design I	
GMD 217	Imaging I	
GMD 220	Imaging II	
GMD 225	Time Arts	

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 (minimum): 2.200 or higher

Interior + Spatial Design (B.F.A.)

Total Credits	84
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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. A portfolio review is required for acceptance. Portfolios may be submitted online at sagearts.slideroom.com. Instructions are provided on the website. Students may request an on-campus portfolio review by contacting the Office of Admission.

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.

Arts (Visual & Performing) Bachelor's

Program Requirements

- Complete all of the following:

Item #	Title	Credits
AEM 101	Drawing I	
AEM 105	2D Studio Techniques 1	
ARH 205	Art History I	
ARH 206	Art History II	
ARH 301	History of Architecture & Int Design I	
ARH 307	Modern Art & Criticism	
	AEM/GMD Studio Course	3
GMD 217	Imaging I	
GMD 225	Time Arts	
ISD 101	ISD Studio I	
ISD 102	Spatial Design	
ISD 201	ISD Studio II: Design for Living	
ISD 202	ISD Studio III: Design for Working	
ISD 205	Design Presentation	
ISD 210	Materials for Interior + Spatial Applications	
ISD 220	Design Technologies I	
ISD 221	Design Technologies II	
ISD 305	Lighting Fundamentals	
ISD 325	Building Systems and Building Codes	
ISD 330	ISD Studio IV: Design Branded Spaces	
ISD 331	ISD Studio V: Social & Environmental Needs	
ISD 335	Building Construction Fundamentals	
ISD 402	Internship	
ISD 405	Capstone I	
ISD 406	Capstone II	
ISD 407	Portfolio Preparation	
ISD 408	Professional Practice	
ISD 448	Topics in Interior and Spatial Design	

Degree Completion Notes

- Total credits required for graduation (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 Building Codes
ISD 331 ISD Studio V: Social & Env Needs
RSC 301 Innovating to Impact
General Education Course

Year 4 - Fall (15 credits)

ISD 448 Topics in ISD

ISD 405 Capstone I
ISD 407 Portfolio Preparation
AEM/GMD/ISD Studio Course
General/Open Elective

Year 4 - Spring

ISD 402 Internship
ISD 406 Capstone II
ISD 408 Professional Practice
General Education Course
General/Open Elective

Musical Theatre (B.S.)

Total Credits

75

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.

Arts (Visual & Performing)

Bachelor's

Required Courses

Item #	Title	Credits
THR 103	Acting I: Storytelling/ Improvisation	
THR 110	Stagecraft	
	3 Semesters — THR 115: Acting Practicum	3
THR 203	Acting II: Contemporary Scene Study	
THR 205	History of Theatre	
THR 303	Acting III: Performance Style	
THR 307	Internship in Theatre	
THR 308	Performance Studio	
THR 403	Acting IV	

Music Selection

Complete the following:

Item #	Title	Credits
MUS 111	Basic Musicianship I	
MUS 112	Musicianship II	
MUS 208	Masterpieces of Music	
MUS 217	American Musical Theatre	
MUS 235	Musical Theatre Scene Study	
	6 Credits of MUS 316	6
	10.5 credits of MUS 319: Applied Music	10

Dance Selection

Complete the following:

Item #	Title	Credits
DAN 111	Introduction to Modern	
DAN 231	Introduction to Ballet	
DAN 235	Tap Dance Techniques	
DAN 241	Introduction to Jazz	

Period of Theatre Selection

- Complete one of the following:

Item #	Title	Credits
THR 209	History of American Theatre	
THR 212	Modern Theatre	

Stage Selection

- Complete one of the following:

Item #	Title	Credits
THR 227	Makeup for the Stage	
THR 230	Stage Combat	

Degree Completion Notes

- Total credits required for bachelor 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

Theatre (B.A.)

Total Credits

42

The Bachelor of Arts degree in Theatre 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.

Arts (Visual & Performing)

42

Bachelor's

Theatre Courses

- Complete *all* of the following:

Item #	Title	Credits
THR 103	Acting I: Storytelling/ Improvisation	
THR 110	Stagecraft	
	3 Semesters — THR 115: Acting Practicum	3
THR 203	Acting II: Contemporary Scene Study	
THR 205	History of Theatre	
THR 227	Makeup for the Stage	
THR 230	Stage Combat	
THR 265	Careers in Theatre Seminar	
THR 303	Acting III: Performance Style	
THR 307	Internship in Theatre	
THR 403	Acting IV	

Theatre Selection

- Complete *three* of the following courses:

Item #	Title	Credits
THR 209	History of American Theatre	
THR 212	Modern Theatre	
THR 225	Voice and Text	
THR 304	Directing	

Theatre Electives

- Complete 4.5 credits of the following:

Item #	Title	Credits
THR 308	Performance Studio	
THR 321	Performing Arts Practicum	
THR 401	Directed Study	
THR 405	Theatre for Young People	

Degree Completion Notes

- Total credits required for bachelor 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

Theatre Minor

Total Credits 18

Arts (Visual & Performing)
Minor

Required Courses

- Complete all of the following:

Item #	Title	Credits
THR 103	Acting I: Storytelling/ Improvisation	
THR 110	Stagecraft	
THR 225	Voice and Text	
THR 227	Makeup for the Stage	
THR 230	Stage Combat	

Theatre Selection

- Complete 2 of the following courses:

Item #	Title	Credits
THR 205	History of Theatre	
THR 212	Modern Theatre	

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 (minimum): 2.200 or higher

Visual Arts Minor

Total Credits 18

The visual arts 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.

Arts (Visual & Performing)
Minor

Studio Art Selection

Select five studio art courses (3 credits each):

Item #	Title	Credits
AFA 101	Beginning Drawing	
AFA 105	Two-Dimensional Design	
AFA 106	Three-Dimensional Design	
AFA 203	Beginning Painting	
AFA 204	Intermediate Painting	
AFA 215	Figure Drawing	
AFA 231	Ceramics I	
AFA 248	Special Topic	

Art History or Lecture Selection

- Complete one of the following:

Item #	Title	Credits
AFA 205	Art History I	
AFA 206	Art History II	
AFA 207	History of Modern Art	
AFA 214	Contemporary Art History	

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 (minimum): 2.200 or higher

Biology

Biology (B.A.)

Total Credits **54-56**

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.

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)

Biology
Bachelor's

Core Requirements

- Complete all of the following:

Item #	Title	Credits
BIO 101	General Biology I	
BIO 101L	General Biology I - Lab	
BIO 102	General Biology II	
BIO 102L	General Biology II Lab	
BIO 150	Writing in Biology	
BIO 207	Fundamentals of Genetics	
BIO 208	Microbiology	
	BIO 300 or 400 Level Elective Course	3-4
BIO 326	Principles of Ecology	
BIO 359	Explorations in Research Methods	
	BIO 401 or BIO 427	3
BIO 415	Cell and Molecular Biology	
BIO 450	Seminar in Biology	
CHM 111	General Chemistry I	
CHM 112	General Chemistry II	
	Statistics: MAT 220 or PSY 207	4

Required Electives

- Complete two of the following courses:

Item #	Title	Credits
CHM 104	Introduction to Organic & Biochemistry	
CHM 201	Organic Chemistry I	
CHM 202	Organic Chemistry II	
CHM 205	Chemical Analysis	
CHM 220	Nutritional Biochemistry	
CHM 302	Instrumental Analysis	
CHM 303	Biochemistry	
MAT 201	Calculus I	
	PHY 101 or PHY 107	4
	PHY 102 or PHY 108	4

Degree Completion Notes

- Total credits required for bachelor 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

Biology (B.S)

Total Credits

57-59

Through coursework and internship experiences, students in the B.S. in Biology program at Russell Sage College obtain competency in biology along with another field, which is referred to as a Companion Discipline (or track). Students in the B.S. in Biology program must complete one of the following companion disciplines: Art, Pre-professional Clinical Laboratory Sciences, Pre-Professional Cytotechnology, Environmental Science, Forensic Science, Law & Society, Preparation for Medical Studies, Management, Nutrition, Public Health, or Writing.

[Biology](#)

Bachelor's

Core Requirements

Complete *all* of the following:

Item #	Title	Credits
BIO 101	General Biology I	
BIO 101L	General Biology I - Lab	
BIO 102	General Biology II	
BIO 102L	General Biology II Lab	
BIO 150	Writing in Biology	
BIO 207	Fundamentals of Genetics	
BIO 208	Microbiology	
	BIO 312 or BIO 326 or BIO 336	3
BIO 359	Explorations in Research Methods	
BIO 415	Cell and Molecular Biology	
	BIO 401 or BIO 427	3
BIO 450	Seminar in Biology	
	BIO Elective	3-4
	BIO Elective	3-4
CHM 111	General Chemistry I	
CHM 112	General Chemistry II	
CHM/PHY	CHM or PHY Eelective Course	
	Mathematics: MAT 112, 113, or 301	
	Statistics: MAT 220 or PSY 207	4

Companion Disciplines (Tracks)

- Students in the B.S. in Biology program must complete one of the following Companion Disciplines (21-29 credits):

Art

- Complete 7 courses from [AEM](#), [AFA](#), [ARH](#), [GMD](#), or [ISD](#)

Pre-professional Clinical Laboratory Sciences

Item #	Title	Credits
CHM 201	Organic Chemistry I	
CHM 202	Organic Chemistry II	
HSC 215	Health/Wellness Across Lifespan	
PBH 201	Health and Society	
PBH 305	Survey of Epidemiology	
PHL 206	Ethics	
PSY 101	Introduction to Psychology	

Pre-professional Cytotechnology

Item #	Title	Credits
HSC 215	Health/Wellness Across Lifespan	
	HSC Elective	
PBH 201	Health and Society	
PBH 305	Survey of Epidemiology	
PHL 206	Ethics	
PSY 101	Introduction to Psychology	
	PSY 202 or PSY 208	3-4

Environmental Science

Item #	Title	Credits
BIO 130	Environmental Biology	
BIO 326	Principles of Ecology	
CHM 201	Organic Chemistry I	
CHM 202	Organic Chemistry II	
	Environmental Science Selection	9

Forensic Science

Item #	Title	Credits
BIO 209	Fundamentals of Forensics	
CHM 201	Organic Chemistry I	
CHM 202	Organic Chemistry II	
CHM 303	Biochemistry	
PHY 102	General Physics II	
	CRM or LAW Elective	3
	CRM or LAW Elective	3

Law & Society

- Complete the following plus 6 additional courses from **CRM**, **LAW**, **PSY**, or **SOC**

Item #	Title	Credits
LAW 101	Introduction to Law	

Management

- Complete the following plus 6 additional courses from **ACC**, **BUS**, or **ECO**

Item #	Title	Credits
BUS 205	Principles of Management	

Nutrition Science

- * *NTR courses are taught on the Troy campus.*

Item #	Title	Credits
BIO 201	Anatomy and Physiology I	
BIO 202	Anatomy and Physiology II	
CHM 104	Introduction to Organic & Biochemistry	
CHM 220	Nutritional Biochemistry	
NTR 201	Foundations of Nutrition Science	
NTR 209	ServSafe Essentials	
NTR 211	Introduction to Food Science	
NTR 401	Nutrition Metabolism I: Macronutrients	
NTR 402	Advanced Food Science	
NTR 403	Nutrition Metabolism II: Micronutrients	
NTR 404	Medical Nutrition Therapy I	

Preparation for Medical Studies

Item #	Title	Credits
BIO 201	Anatomy and Physiology I	
BIO 202	Anatomy and Physiology II	
PSY 101	Introduction to Psychology	
	PHL Elective	3
	SOC Course	3
	Medical Studies Courses (9-12 credits)	9-12

Public Health

Item #	Title	Credits
PBH 201	Health and Society	
PBH 210	Overview of Global Health	
PBH 305	Survey of Epidemiology	
	Public Health Selection	10-12

Writing

- Complete 7 courses from **COM**, **ENG**, **HUM**, or **PHL**

Degree Completion Notes

- Total credits required for bachelor 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 Plan

(Major & General Education core courses)

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
BIO 207 Fundamentals of Genetics
CHM 112/112L/112R General Chemistry II
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

Year 2 - Spring

BIO 202/202L Anatomy and Physiology II
CHM 202/202L Organic Chemistry II
RSC 201 Exploring Intercultural Perspectives
MAT 113 Precalculus

Year 3 - Fall

BIO 208/208L Microbiology
PHY 101/101L/101R General Physics I
RSC 301 Innovating to Impact
Biology Elective course
General Education Course

Year 3 - Spring

BIO 359 Research Methods
PHY 102/102L/102R General Physics II
General Education Course
General Education Course

Year 4 - Fall

BIO 326 Principles of Ecology
BIO 401 Project or BIO 427 Internship
BIO 450 Seminar
Biology Elective course

Year 4 - Spring
 BIO 415/415L Cell and Molecular Biology
 General Education Course

Biology Minor

Total Credits 23-24

Biology
 Minor

Biology Core I

Item #	Title	Credits
BIO 101	General Biology I	
BIO 101L	General Biology I - Lab	
BIO 102	General Biology II	
BIO 102L	General Biology II Lab	

Biology Core II

- Complete three of the following courses:

Item #	Title	Credits
BIO 207	Fundamentals of Genetics	
BIO 220	Cell Biology	
BIO 326	Principles of Ecology	
	BIO Physiology Course with Lab	4

Biology Elective

- Complete one additional course in biology (BIO)

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 (minimum): 2.200 or higher

Environmental Science Minor

Total Credits 21-23

Biology
 Minor

Core Requirements

Item #	Title	Credits
BIO 101	General Biology I	
BIO 101L	General Biology I - Lab	
BIO 102	General Biology II	
BIO 102L	General Biology II Lab	
BIO 110	Environmental Issues	
BIO 357	Environmental Toxicology	

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 (minimum): 2.200 or higher

Pre-Medical Studies Post-Baccalaureate (Certificate)

Total Credits 35-36

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.

Biology

Certificate

Core Requirements

- Complete *all* of the following:

Item #	Title	Credits
BIO 101	General Biology I	
BIO 101L	General Biology I - Lab	
BIO 102	General Biology II	
BIO 102L	General Biology II Lab	
CHM 111	General Chemistry I	
CHM 112	General Chemistry II	

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	Senior Independent (Research)	
BIO 427	Internship in Biology	
CHM 201	Organic Chemistry I	
CHM 202	Organic Chemistry II	
CHM 303	Biochemistry	
MAT 201	Calculus I	
PHY 101	General Physics I	
PHY 102	General Physics II	
PSY 101	Introduction to Psychology	
SOC 101	Introduction to Sociology	
SOC 350	Research for the Professions	

Pre-Physician Assistant/Health Science Track

- Complete at least 20 credits from the following:

Item #	Title	Credits
BIO 201	Anatomy and Physiology I	
BIO 202	Anatomy and Physiology II	
BIO 207	Fundamentals of Genetics	
BIO 208	Microbiology	
BIO 220	Cell Biology	
CHM 201	Organic Chemistry I	
MAT 220	Applied Statistics	
	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

Business Administration

Business Administration (B.B.A.)

Total Credits	63-64
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The Business Administration (BBA) program offered in SageOnline in SPCE is a 'completer' program for students who have already earned some college-

level work and are prepared to pursue a bachelor's degree. The Business Administration program provides the knowledge base and the skills necessary for successful business practice and for a career in management. It also provides the foundation needed for entry into an MBA program that will benefit students who continue into the Sage's MBA program.

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.

SageOnline undergraduate courses are offered in seven week modules. Two seven week modules comprise a traditional semester term. Courses are identified by section numbers that begins with a W.

Business Administration Bachelor's

Core Requirements

Item #	Title	Credits
ACC 201	Financial Accounting	
ACC 202	Managerial Accounting	
BUS 204	Principles of Marketing	
BUS 205	Principles of Management	
BUS 212	Business Law I	
BUS 213	Business Law II	
BUS 215	Business Communications	
BUS 308	Human Resource Management	
BUS 324	Business Strategy I	
BUS 325	Financial Management I	
	BUS 327 or BUS 328	3
BUS 335	Management Information Systems	
BUS 424	Capstone: Business Strategy II	
ECO 201	Principles of Macroeconomics	
ECO 202	Principles of Microeconomics	

Mathematics Requirement

Item #	Title	Credits
	BUS 209 or MAT 112	3

Statistics Requirement

Item #	Title	Credits
	ECO 215, MAT 220, or PSY 207	3-4

Required Electives in Major

- Choose four courses from ACC, BUS, ECO, or LAW. At least 6 credits in this category must be completed at Sage.

Degree Completion Notes

- Total credits required for bachelor 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

BBA to MBA at SGS: Accelerated MBA

Business Administration (B.B.A. or B.S.)

Total Credits

63-64

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 of finance/accounting, marketing/sales, human resources, economics, and business strategy. In addition students complete a variety of elective courses including business ethics, organizational behavior, leadership and diversity, conflict management and global business.

Students acquire the skills, knowledge and abilities needed to excel in the field of management in both for-profit and not-for-profit organizations. Students use critical thinking and analytical skills integrating their learning over the course of their academic program. The culminating experiences are the business strategy II course and an internship. A list of the program learning outcomes are shown below.

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 graduate program before finishing the bachelor's degree and take graduate and undergraduate courses simultaneously. You'll be prepared for the challenges and rewards of a fast-paced, competitive global business environment.

The School of Management at Russell Sage College has received specialized 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.

Business Administration

Bachelor's

Core Requirements

Item #	Title	Credits
ACC 201	Financial Accounting	
ACC 202	Managerial Accounting	
BUS 204	Principles of Marketing	
BUS 205	Principles of Management	
	BUS 209 or MAT 112	3
BUS 212	Business Law I	
BUS 213	Business Law II	
BUS 215	Business Communications	
BUS 308	Human Resource Management	
BUS 324	Business Strategy I	
BUS 325	Financial Management I	
	BUS 327 or BUS 328	3
BUS 335	Management Information Systems	
BUS 424	Capstone: Business Strategy II	
ECO 201	Principles of Macroeconomics	
ECO 202	Principles of Microeconomics	
	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 form a **Concentration in marketing, organizational studies, sports management, or sustainable enterprise**. See concentration requirements below.

Concentrations (optional)

Students may choose a concentration. Courses required in the concentration are completed in place of the required electives in major category.

Marketing & Branding

Choose *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

Choose *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

Choose *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

Sustainable Enterprise

I. Complete one of the following courses : 3 credits

SCI 105 Energy and the Environment
BIO 110 Environmental Issues
CHM 235 Green Chemistry and Environmental Toxicology
ECO 215 Economics of Social Problems
PBH 201 Health and Society
PBH 210 Overview of Global Health

II. Complete three of the following courses : 9 credits

BUS 224 The Business of Climate Change
Ethics: BUS 312 Ethics and Social Resp (or) BUS 307 Business Ethics
BUS 340 Leadership and Diversity
BUS 336 Social Audit
BUS 369 Business Strategy and Sustainability

Graduation Requirement

Beginning spring 2014 all graduating business administration students (B.S. and B.B.A.) are required to complete the Peregrine Assessment Exam. Students will be notified via email of testing days and times including access information.

<http://www.peregrineacademics.com/sage/login.php>

Degree Completion Notes

- Total credits required for bachelor 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

BS/BBA to MBA at SGS: Accelerated MBA

Suggested Program of Study

Major Courses and General Education Courses

*ACC and BUS courses are taught on the Albany Campus

Year 1: Fall

BUS 104

BUS 204

ECO 202

RSC 101

WRT 101

Year 1: Spring

BUS 205

BUS 209

ECO 201

WRT 201

General Education course

Year 2: Fall

ACC 201

BUS 212

BUS 215

ECO 215

Year 2: Spring

ACC 202

BUS 213

BUS 308

*Recommended: completion of ACC 201/202, BUS 212/213, and ECO 201/202 is recommended before start of 3rd year.

Year 3: Fall

BUS 325

ACC, BUS, ECO, or LAW course

RSC 301

Year 3: Spring

BUS 335

ACC, BUS, ECO, or LAW course

Year 4: Fall

BUS 324

BUS 327

ACC, BUS, ECO, or LAW course

Year 4: Spring

BUS 424

ACC, BUS, ECO, or LAW course

Business Administration Minor

Total Credits

18

The business administration minor (18 credits) 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.

- 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.

Business Administration

Minor

Core

- Complete *all* of the following:

Item #	Title	Credits
ACC 201	Financial Accounting	
BUS 205	Principles of Management	
BUS 204	Principles of Marketing	
BUS 308	Human Resource Management	

Business Environment

- Complete *one* of the following:

Item #	Title	Credits
BUS 212	Business Law I	
ECO 202	Principles of Microeconomics	

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	
BUS 324	Business Strategy I	

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 (minimum): 2.200 or higher

Entrepreneurial Sustainability Minor

Total Credits **21-22**

Sustainability has become a pervasive challenge for individuals, organizations, and society alike. Often defined as "meeting the needs of the present without compromising the ability of future generations to meet their needs," the concept of sustainability is grounded in the interrelated areas of our economy, our social systems, and the natural environment. The minor in *Entrepreneurial Sustainability* allows students to explore the problems of sustainability (i.e., climate change, food availability, social justice, pollution, social equity, natural resource depletion) and consider a myriad of ways to innovate and create effective solutions through systems-thinking and interdisciplinary design. This is achieved by having students take courses that cover aspects of economics, society, and the natural environment, as well as dynamic discussion and discovery of innovative, creative, and entrepreneurial solutions through three one credit minor "core" courses. [21-22 credits]

Program Learning Outcomes

1. Students who decide to minor in Entrepreneurial Sustainability will be able to:
2. Describe the history of the sustainability movement and its impacts to business and society.
3. Explain the ways sustainability has and is affecting individuals, organizations, and society.
4. Explain the ways in which societal and economic growth is limited by the natural environment.
5. Discuss the elements of the social foundation required for a sustainable world.
6. Explain the role that systems thinking plays in conceptualizing sustainability-centered problems and solutions.
7. Evaluate sustainability-centered challenges and proposed solutions through creative and innovative problem solving.
8. Develop and implement an action-based solution to a sustainability-related issue or challenge.

Advising note: Alternative courses not listed but meeting the learning outcomes related to this minor may be substituted by the Chair of the School of Management in consultation with the appropriate corresponding Department Chairpersons.

Business Administration Minor

I. Core

Complete all of the following courses:

Item #	Title	Credits
BUS 227	Creativity and Problem Solving	
BUS 229	Ecological Economics	
BUS 429	Sustainability Capstone	

II. Environmental/Ecological/Natural Systems Lens

Complete one of the following courses:

Item #	Title	Credits
SCI 105	Energy and the Environment	
BIO 110	Environmental Issues	
BIO 130	Environmental Biology	

III. Environmental/Ecological/Natural Systems Lens

Complete one of the following courses:

Item #	Title	Credits
CHM 103	Introduction to General Chemistry	
CHM 235	Green Chemistry & Environmental Toxicology	
PBH 201	Health and Society	
PBH 210	Overview of Global Health	
PHY 101	General Physics I	

IV. Social/Political Lens

Complete two of the following courses:

Item #	Title	Credits
SOC 101	Introduction to Sociology	
BUS 312	Ethics & Social Responsibility	
BUS 340	Leadership & Diversity	
POL 101	U.S. Government and Politics	
POL 150	Climate Crisis & Challenge of Energy Conversion	
POL 218	Public Policy: Obama v. Trump	
POL 420	Environmental Law and Policy	
PHL 206	Ethics	
PHL 220	Perspectives on Nature	

V. Business/Economic Lens

Complete two of the following courses:

Item #	Title	Credits
BUS 104	Contemporary Business	
BUS 224	The Business of Climate Change	
BUS 311	Entrepreneurship	
BUS 369	Business Sustainability	
ECO 125	Economics of Social Problems	

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 the 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 (minimum): 2.200 or higher.

Organizational Studies (B.P.S.)

Total Credits

45-46

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.

Business Administration Bachelor's

Required Courses

- Complete *all* of the following:

Item #	Title	Credits
ACC 201	Financial Accounting	
ACC 202	Managerial Accounting	
BUS 205	Principles of Management	
BUS 212	Business Law I	
BUS 213	Business Law II	
	BUS 307 or BUS 312	3
BUS 308	Human Resource Management	
BUS 314	Organizational Behavior	
BUS 325	Financial Management I	
BUS 332	Conflict Management & Mediation	
BUS 335	Management Information Systems	
BUS 340	Leadership & Diversity	
BUS 420	Organizational Development	
ECO 202	Principles of Microeconomics	
	ECO 215, MAT 220, or PSY 207	3-4

Degree Completion Notes

- Total credits required for bachelor 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

Sport & Recreation Management (B.S.)

Total Credits	58
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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.

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.

Business Administration Bachelor's

Required Courses

- Complete *all* of the following:

Item #	Title	Credits
BUS 204	Principles of Marketing	
BUS 205	Principles of Management	
BUS 212	Business Law I	
BUS 213	Business Law II	
BUS 308	Human Resource Management	
BUS 335	Management Information Systems	
BUS 340	Leadership & Diversity	
BUS 362	Sport Management	
BUS 363	Sport Marketing	
BUS 430	Sport Law	
BUS 431	Sport Facility & Event Management	
PED 110	Intro to PED, Rec, & Sports Prof	
PED 225	Concepts of Fitness & Wellness	
PED 215	Fitness Activities in Physical Education	
PED 217	Current Trends & Activities in PE & Recreation	
	PED 240, 303, or 304	3
PED 308	Movement Education & Educational Gymnastics	
PED 330	Cooperative Games	
PED 350	Sport Psychology	
PED 409	Coaching Theory	
PED 420	Organiz and Admin of PED Programs	
	PED 405 or BUS 327	3
SCI 235	Sports Nutrition	

Degree Completion Notes

- Total credits required for bachelor 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
- 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
General/open Elective 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
General/open Elective course

Year 3 - Fall

BUS 362 Sport Management
PED 303 Tactics/Skills & Invasion/Target Games
RSC 301 Innovating to Impact
General Education Course
General/open Elective course

Year 3 - Spring

BUS 335 Management Information Systems
BUS 340 Leadership & Diversity
BUS 430 Sport Law
General Education course
General/open Elective course

Year 4 - Fall

BUS 327 or PED 405 Internship
BUS 363 Sport Marketing
PED 420 Org & Admin of PED Programs
General/open Elective course
General/open Elective course

Year 4 - Spring

BUS 431 Sport Facility & Event Management
PED 304 Net/Wall & Field Scoring
General/open Elective course
General/open Elective course
General/open Elective course

Criminal Justice

Criminal Justice Minor

Total Credits	18
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Criminal Justice

Minor

Core Requirements

- Complete the following:
 - * CRM 315 — Nature of Crime may be substituted for CRM 311.

Item #	Title	Credits
CRM 111	Criminal Justice Functions & Processes	
CRM 311	Criminology	

Required Selection

- Complete *one* of the following:

Item #	Title	Credits
CRM 226	Penology	
CRM 227	Policing	
CRM 219	Law and Legal Process	

Criminal Justice Electives

- Complete *three* additional criminal justice (CRM) 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 (minimum): 2.200 or higher

Dance

Dance Minor

Total Credits	18
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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.

Dance

18

Minor

Course Requirements

Complete one:

Item #	Title	Credits
DAN 111	Introduction to Modern	
DAN 231	Introduction to Ballet	

Course Requirements

Complete one:

Item #	Title	Credits
DAN 213	Dance Medicine	
DAN 226	Creative Movement for Children	

Course Requirements

Complete one:

Item #	Title	Credits
DAN 270	Studio Modern and Ballet	
DAN 350	Studio Jazz and Tap	

Course Requirements

Complete one:

Item #	Title	Credits
DAN 320	Improvisation	
DAN 404	Performance Repertory	

Dance Selection

6 credits

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 (minimum): 2.200 or higher

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.

The motto of Russell Sage College, “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. 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 collaborate and team with other professionals in developing and implementing strategies to accommodate diverse learners; and 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.

National Accreditation

The School of Education received National Council for the Accreditation of Teacher Education (NCATE) accreditation in October 2001. Why does NCATE matter? (1) From a student’s perspective, NCATE accreditation means that you will graduate from a program in Education that meets the highest standards in the field. You should make sure to note NCATE accreditation on your resume and be prepared to talk about the significance of this designation. (2) Few colleges and universities can claim this recognition. In New York State we are one of a small number of institutions accredited by NCATE. Across the nation, only 200 private colleges can claim NCATE accreditation. It is prestigious and difficult to achieve. (3) If you are applying for certification in other states, graduating from our NCATE programs will facilitate your receiving licensure in another state. (4) NCATE has helped us to articulate what qualities a Sage educator/counselor possesses. Our tenets – belief in full inclusion, valuing diversity, knowledge about best practices and reflection – will hold you in good stead as teachers/counselors and help you, we believe, articulate and distinguish your strengths in these broad areas. (5) Many of the portfolio assessments and documentation of pupils’ learning are similar to tasks required for National Board Certification; we believe that NCATE has helped us to prepare better graduates who are able to help their students reach high standards. As you go forth in your career, we hope that you will find the kinds of experiences you received at Sage helpful as you seek to improve your professionalism.

Childhood Education (B.S.)

Total Credits

67-68

The bachelor of science in childhood education with liberal arts major program prepares Russell Sage College students for NYS teacher certification, grades 1-6. 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. [Childhood Education, 67-68 credits + Liberal Arts & Sciences major]

Liberal Arts & Sciences Major:

Students who wish to qualify for an initial certificate for a teaching position in New York state (grades 1-6) must complete a liberal arts major in one of the following areas listed below.

- English/Childhood Education (B.S.)
- History/Childhood Education (B.S.)
- Life Science/Childhood Education (B.S.)

Academic Standards

- To enter or remain an Education major, a student must achieve/maintain an overall cumulative grade point average of 3.000.
- Students must achieve and maintain a cumulative average of 3.000 in all Childhood Education major course requirements prior to entry into the methods courses (300-level EDU courses).
- To be eligible for student teaching, a student must have achieved a 3.000 cumulative average in teacher education coursework.
- Students must earn a grade of C or better (2.000) in all courses required for the Childhood Education program (including EDU and Support courses).
- Students must maintain a 3.000 cumulative average in their liberal arts major.
- All students in education are required to subscribe to a designated electronic portfolio system.

Education
Bachelor's

Core Requirements

Item #	Title	Credits
EDU 201	Education and Society	
EDU 206	Educational Psychology	
EDU 252	Learning, Language and Literacy	
EDU 306	Inclusive Teaching Strategies	
EDU 314	Social Studies Methods	
EDU 323	Teaching Math, Science & Technology	
EDU 337	Classroom Management	
EDU 352	Advanced Learning, Language & Literacy	
EDU 401	Student Teaching Pre-K-2	
EDU 402	Student Teaching 3-6	
NCR 070	Reporting and Identifying Child Abuse and Maltreatment	
NCR 071	School Violence Prevention	
NCR 317	Health Education Standards WS	

Support Courses

- Complete all of the following:
*Studio ART/DAN/MUS class may be taken in place of VPA 111.

Item #	Title	Credits
BIO 125	Struct and Funct of Living Forms	
	HST 105 or HST 106	3
MAT 111	Math for Teaching and Learning I	
MAT 121	Math For Teaching & Learning II	
PSY 101	Introduction to Psychology	
	PSY 202 or PSY 208	3-4
SCI 104	Earth Science and Astronomy	
VPA 111	Introduction to Visual and Performing Arts	
	Cross-Cultural History Elective	3
	Language Elective	3

Completion of Liberal Arts Major (English, History, or Life Sciences)

- English/Childhood Education (B.S.)
- History/Childhood Education (B.S.)
- Life Science/Childhood Education (B.S.)

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 is available at <http://www.sage.edu/academics/schoolofeducation/education/index.php>

Optional Middle Childhood Education

Middle Childhood Education is an option that may be combined with childhood education. Middle Childhood Education is not a stand-alone program. Specifically, students completing childhood education (grades 1-6) may elect to expand the age range of their certification to include preparation for teaching in middle school (grades 7-9).

Childhood Education: Liberal Arts Optional Middle Childhood Education

Degree Completion Notes

- Total credits required for bachelor 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

English/Childhood Education (B.S.)

Total Credits

102-103

This program leads to NYS certification to teach grades 1-6 in the public schools. Students entering the program will graduate after four years with a Bachelor of Science degree in English/Childhood Education. Please see the **Childhood Education (B.S.)** program page in the catalog for a complete overview of the Academic Standards required for this academic program.

Education

Bachelor's

Core Requirements

Item #	Title	Credits
ENG 190	Introduction to English Studies	
ENG 405	Senior Seminar/Project	

Survey Courses

- Complete three Survey Courses
 - One must be before 1865
 - One must be American
 - One must be British

Item #	Title	Credits
ENG 201	British Literature I	
ENG 202	British Literature II	
ENG 206	American Literature II	
ENG 208	American Literature I	
ENG 211	British Literature III	

English Electives

Item #	Title	Credits
	English Selection	15

Major Author Course

- Complete one of the following:

Item #	Title	Credits
ENG 401	Shakespeare	
ENG 414	Chaucer	
ENG 448	Selected Topics in English	

Childhood Education Core

Item #	Title	Credits
EDU 201	Education and Society	
EDU 206	Educational Psychology	
EDU 252	Learning, Language and Literacy	
EDU 306	Inclusive Teaching Strategies	
EDU 314	Social Studies Methods	
EDU 323	Teaching Math, Science & Technology	
EDU 337	Classroom Management	
EDU 352	Advanced Learning, Language & Literacy	
EDU 401	Student Teaching Pre-K-2	
EDU 402	Student Teaching 3-6	

Support Courses

- Studio ART/DAN/MUS course may be taken in place of VPA 111.

Item #	Title	Credits
BIO 125	Struct and Funct of Living Forms	
	HST 105 or HST 106	3
MAT 111	Math for Teaching and Learning I	
MAT 121	Math For Teaching & Learning II	
PSY 101	Introduction to Psychology	
	PSY 202 or PSY 208	3-4
SCI 104	Earth Science and Astronomy	
VPA 111	Introduction to Visual and Performing Arts	
	Cross-Cultural History Elective	3
	Language Elective	3

Workshops

Item #	Title	Credits
NCR 070	Reporting and Identifying Child Abuse and Maltreatment	
NCR 071	School Violence Prevention	
NCR 317	Health Education Standards WS	

Optional Middle Childhood Certification

Students desiring **Middle Childhood (Specialist) Certification** with an English major must complete the BS degree English/Childhood Education as shown above and also complete the following requirements.

- EDU 325
- EDU 405
- EDU 410

Additional Information

All students in education are required to subscribe to a designated portfolio system.

Academic Standards for Students in Programs with Childhood Education

- To enter or remain in a program with Childhood Education a student must maintain an overall cumulative grade point average of 3.000.
- Students must achieve and maintain a cumulative average of 3.000 in all Childhood Education major course requirements prior to entry into the methods courses (300-level EDU courses).
- To be eligible for student teaching, a student must have achieved a 3.000 cumulative average in teacher education coursework.
- Students must earn a grade of "C" or better in all courses required for the Childhood Education program (including EDU and Liberal Arts support courses).
- Students must maintain a 3.000 cumulative average in their liberal arts major.

History/Childhood Education (B.S.)

Total Credits

98-99

This program leads to certification to teach grades 1-6 in the public schools. Students entering the program will graduate after four years with a Bachelor of Science degree in History/Social Studies/Childhood Education. Please see the **Childhood Education (B.S.)** program page in the catalog for a complete overview of the Academic Standards required for this academic program.

History Requirements

Item #	Title	Credits
HST 209	The World Since 1900	
HST 250	Methods, Media and The Public	
HST 401	Seminar	
	7 HST Electives	21
	POL Elective	3
	ECO Elective	3

Childhood Education Core Requirements

Item #	Title	Credits
EDU 201	Education and Society	
EDU 206	Educational Psychology	
EDU 252	Learning, Language and Literacy	
EDU 306	Inclusive Teaching Strategies	
EDU 314	Social Studies Methods	
EDU 323	Teaching Math, Science & Technology	
EDU 337	Classroom Management	
EDU 352	Advanced Learning, Language & Literacy	
EDU 401	Student Teaching Pre-K-2	
EDU 402	Student Teaching 3-6	

Required Support Courses

Item #	Title	Credits
MAT 111	Math for Teaching and Learning I	
MAT 121	Math For Teaching & Learning II	
PSY 101	Introduction to Psychology	
	PSY 202 or PSY 208	3-4
SCI 104	Earth Science and Astronomy	
BIO 125	Struct and Funct of Living Forms	
VPA 111	Introduction to Visual and Performing Arts	
	Language Elective	3

Workshops

Item #	Title	Credits
NCR 070	Reporting and Identifying Child Abuse and Maltreatment	
NCR 071	School Violence Prevention	
NCR 317	Health Education Standards WS	

Optional Middle Childhood Certification

Students desiring Middle Childhood (Specialist) Certification with a History major must complete the BS degree in History/Childhood Education shown above and also complete the following requirements:

Item #	Title	Credits
EDU 325	Teaching & Learning in Middle School	
EDU 405	Middle Childhood Student Teaching	
EDU 410	Literacy in the Middle School	

Additional Information

All students in education are required to subscribe to a designated portfolio system.

Academic Standards for Students in Programs with Childhood Education

- To enter or remain in a program with Childhood Education a student must maintain an overall cumulative grade point average of 3.000.
- Students must achieve and maintain a cumulative average of 3.000 in all Childhood Education major course requirements prior to entry into the methods courses (300-level EDU courses).
- To be eligible for student teaching, a student must have achieved a 3.000 cumulative average in teacher education coursework.
- Students must earn a grade of "C" or better in all courses required for the Childhood Education program (including EDU and Liberal Arts support courses).
- Students must maintain a 3.000 cumulative average in their liberal arts major.

Life Science/Childhood Education (B.S.)

Total Credits 102-106

This program leads to certification to teach grades 1-6 in the public schools. Students entering the program will graduate after four years with a Bachelor of Science degree in Life Sciences/ Childhood Education. Please see the [Childhood Education \(B.S.\)](#) program page in the catalog for a complete overview of the Academic Standards required for this academic program.

Education
Bachelor's

Core Requirements

Item #	Title	Credits
BIO 101	General Biology I	
BIO 101L	General Biology I - Lab	
BIO 102	General Biology II	
BIO 102L	General Biology II Lab	
	BIO 110 or BIO 326	3-4
	BIO 207 or BIO 220	3-4
BIO 359	Explorations in Research Methods	
BIO 401	Senior Independent (Research)	
BIO 450	Seminar in Biology	
	BIO Elective	3-4

Support Courses

Item #	Title	Credits
SCI 104	Earth Science and Astronomy	
CHM 103	Introduction to General Chemistry	
CHM 104	Introduction to Organic & Biochemistry	
MAT 220	Applied Statistics	

Education Core

Item #	Title	Credits
EDU 201	Education and Society	
EDU 206	Educational Psychology	
EDU 252	Learning, Language and Literacy	
EDU 306	Inclusive Teaching Strategies	
EDU 314	Social Studies Methods	
EDU 323	Teaching Math, Science & Technology	
EDU 337	Classroom Management	
EDU 352	Advanced Learning, Language & Literacy	
EDU 401	Student Teaching Pre-K-2	
EDU 402	Student Teaching 3-6	

Support Courses

- A Studio ART/DAN/MUS course may be taken in place of VPA 111.

Item #	Title	Credits
	HST 105 or HST 106	3
MAT 111	Math for Teaching and Learning I	
MAT 121	Math For Teaching & Learning II	
PSY 101	Introduction to Psychology	
	PSY 202 or PSY 208	3-4
	Cross-Cultural History Elective	3
	Language Elective	3
VPA 111	Introduction to Visual and Performing Arts	

Workshops

Item #	Title	Credits
NCR 070	Reporting and Identifying Child Abuse and Maltreatment	
NCR 071	School Violence Prevention	
NCR 317	Health Education Standards WS	

Academic Standards for Students in Programs with Childhood Education

- To enter or remain a program with childhood education a student must maintain an overall cumulative grade point average of 3.000.
- Students must achieve and maintain a cumulative average of 3.000 in all Childhood Education major course requirements prior to entry into the methods courses (300-level EDU courses).
- To be eligible for student teaching, a student must have achieved a 3.000 cumulative average in teacher education coursework.
- Students must earn a grade of "C" or better in all courses required for the Childhood Education program (including EDU and Liberal Arts courses).
- Students must maintain a 3.000 cumulative average in their liberal arts major.
- All students in education are required to subscribe to a designated electronic portfolio system.

Middle Childhood Education Certification

Total Credits	12
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For current matriculated undergraduate students wishing to extend their childhood education certification, grades 1-6, to also include grades 7-9.

Two types of certifications are awarded, Generalist (G) or Specialist (S), depending on the liberal arts major. Students wishing to extend their childhood education certification complete a major in one of the following areas: English (S), History (S), or Life Sciences (G). Note: some liberal arts majors require additional content coursework to meet the New York State middle childhood certification requirements.

See [Childhood Education](#) for program requirements.

[Education](#)
Bachelor's

Additional Professional Requirements for Certification

Note: Seeking an additional certification area may require student teaching outside the academic year and, thus, additional tuition cost may be incurred.

Item #	Title	Credits
EDU 325	Teaching & Learning in Middle School	
EDU 406	Middle School Student Teaching	
EDU 410	Literacy in the Middle School	

Physical Education (B.S.)

Total Credits	95
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The Bachelor of Science degree in Physical Education at Russell Sage College prepares students for NYS teacher certification in K-12 Physical Education. The teacher licensure program is fully accredited by [CAEP](#). Sage also offers 4+1 Master of Science (M.S.) degree in Health Education for students who have completed the B.S. degree in Physical Education and are eligible for NYS certification.

[Education](#)
Bachelor's

Required Courses

Item #	Title	Credits
EDU 201	Education and Society	
EDU 206	Educational Psychology	
PED 110	Intro to PED, Rec, & Sports Prof	
PED 215	Fitness Activities in Physical Education	
PED 217	Current Trends & Activities in PE & Recreation	
PED 225	Concepts of Fitness & Wellness	
PED 240	Sports Medicine	
PED 303	Tactics/Skills & Invasion/Target Games	
PED 304	Tactics/Skills: Net/Wall & Field/Scoring	
PED 305	Teaching Rhythms and Dance	
PED 308	Movement Education & Educational Gymnastics	
PED 310	Measurement and Eval in PED	
PED 311	Instructional Strategies Elementary PED	
PED 312	Instructional Strategies Secondary PED	
PED 320	Instructional Strategies for Students w/ Dev Dis	
PED 322	Instructional Strategies for Students w/ Ortho Sens Dis	
PED 330	Cooperative Games	
PED 350	Sport Psychology	
PED 355	Motor Learning	
PED 407	Physical Education Student Teaching K-12	
PED 409	Coaching Theory	
PED 420	Organiz and Admin of PED Programs	
PED 430	Diversity Service Learning	
BIO 201	Anatomy and Physiology I	
BIO 202	Anatomy and Physiology II	
	Language Elective	3
PSY 101	Introduction to Psychology	
PSY 202	Human Development	
SCI 306	Kinesiology	
SCI 310	Exercise Physiology	
HED 541	Nutrition and Physical Fitness	

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 better in all PED Core courses with the exception of, PED 303 and 304, must have a grade of B- in these two courses.
- 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 bachelor 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

Suggested Program of Study

- **Year 1** - Fall: 15 credits
 - PED 110
 - PSY 101
 - RSC 101
 - WRT 101
 - General Education Course
- **Year 1** - Spring: 15 credits
 - PED 225
 - PSY 202
 - WRT 201
 - Language Elective
 - General Education Course
- **Year 2** - Fall: 14 credits
 - BIO 201 and BIO 201L
 - EDU 201
 - PED 308
 - PED 330
 - PED 350
 - RSC 201
- **Year 2** - Spring: 16 credits
 - BIO 202 and BIO 202L
 - EDU 206
 - PED 219
 - PED 240
 - PED 305
 - PED 409
- **Year 3** - Fall: 17 credits
 - PED 303
 - PED 310
 - PED 320
 - PED 355
 - SCI 310 and SCI 310L
- **Year 3** - Spring: 17 credits
 - PED 304
 - PED 311
 - PED 322
 - SCI 306 and SCI 306L
 - General Education Course
- **Year 4** - Fall: 15 credits
 - HED 541
 - PED 312
 - PED 420
 - PED 430
 - RSC 301

- Safe Schools Violence Prevention Workshop
- Reporting and Identifying Child Abuse Workshop

- **Year 4** - Spring: 12 credits
 - PED 407

English

English, Writing, and Culture (B.A.)

Total Credits	43
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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]

English
Bachelor's

Program Core (28 credits)

Complete all of the following:

Item #	Title	Credits
ENG 190	Introduction to English Studies	
	Literary Survey Courses, 6 credits	6
	The Practice of Writing, 3 credits	3
PHL 275	Critical Issues in Contemporary Culture	
ENG 309	Major Writers	
ENG 405	Senior Seminar/Project	
	Praxis: ENG 410, ENG 427, or ENG 448, 3 credits	3

Periods and Genres (3 credits)

Complete one of the following courses:

Item #	Title	Credits
ENG 222	Children's Literature	
ENG 303	Romantic Literature	
ENG 304	Victorian Literature	
ENG 305	Modern British Novel	
ENG 308	Modern Theatre	
ENG 313	Medieval Literature	
ENG 319	18th Century British Literature	
ENG 323	Renaissance Literature	
ENG 338	Modern American Novel	
ENG 341	Modern Poetry	
ENG 348	Selected Topics in English	

Diverse Voices (3 credits)

Complete one of the following courses:

Item #	Title	Credits
ENG 213	African-American Literature	
ENG 215	U.S. Latino/Latina Literature	
ENG 221	Native American Literature	
ENG 248	Selected Topics in English	
ENG 250	Women's Literature	
ENG 264	The Bible as Literature	
ENG 265	Mythology	
ENG 267	Honors Ill-Behaved Women: Nursing and Literature	
ENG 268	Diverse Voices	

Writing and Rhetoric (3 credits)

Complete one of the following courses:

Item #	Title	Credits
ENG 225	The Short Story	
ENG 231	Creative Writing	
ENG 232	Creative Writing	
ENG 233	Professional Media Writing	
ENG 248	Selected Topics in English	
HUM 320	Writing and Illustration	

Cultural and Media Studies (3 credits)

Complete one of the following courses:

Item #	Title	Credits
HUM 310	Seeing Into Words	
HUM 317	Image & Shadow: Drama & Film	
HUM 319	Reading the Lives of Artists	
HUM 348	Special Topics	
HUM 360	Culture & Media	

Program Elective (3 credits)

Complete one course from ENG, HUM, or PHL at the 200-level or higher (3 credits)

Item #	Title	Credits
	ENG, HUM, or PHL course	3

Degree Completion Notes

- Total credits required for bachelor 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

English Minor

Total Credits	18
English Minor	

Survey Coursework

- Complete *two* from the following:

Item #	Title	Credits
ENG 201	British Literature I	
ENG 202	British Literature II	
ENG 206	American Literature II	
ENG 208	American Literature I	
ENG 211	British Literature III	

Major Authors

- Complete *one* from the following:

Item #	Title	Credits
ENG 401	Shakespeare	
ENG 414	Chaucer	
ENG 448	Selected Topics in English	

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 (minimum): 2.200 or higher

Health Sciences

Health Sciences (B.S.)

Total Credits	63-65
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The Bachelor of Science degree in Health Sciences at Russell Sage College prepares you with courses in culture and health, complementary medicine,

medical ethics, and a strong science foundation. Students may select to complete an optional concentration in exercise science.

Health Sciences

Bachelor's

Core Requirements

- Complete *all* of the following:

Item #	Title	Credits
HSC 204	Introduction to Health Professions	
HSC 215	Health/Wellness Across Lifespan	
HSC 306	Culture and Health	
HSC 450	Research Methods for the Health Sciences	
HUM 420	Medical Ethics	
BIO 101	General Biology I	
BIO 101L	General Biology I - Lab	
BIO 102	General Biology II	
BIO 102L	General Biology II Lab	
BIO 201	Anatomy and Physiology I	
BIO 202	Anatomy and Physiology II	
PHY 101	General Physics I	
PHY 101L	General Physics I Lab	
PSY 101	Introduction to Psychology	
	PSY 202 or PSY 208	3-4
SCI 110	Medical Terminology	
SCI 120	Nutrition Science	
SCI 240	Pathology and Prevention Injury	
SCI 310	Exercise Physiology	
	Statistics: MAT 220 or PSY 207	4

Capstone

- Complete *one* of the following:

Item #	Title	Credits
BIO 401	Senior Independent (Research)	
BIO 450	Seminar in Biology	

Natural and Applied Sciences Electives

- Complete one course from the following:

Item #	Title	Credits
BIO 207	Fundamentals of Genetics	
BIO 208	Microbiology	
BIO 220	Cell Biology	
BIO 350	New Emerging Diseases	
BIO 484	Neurobiology	
CHM 103	Introduction to General Chemistry	
CHM 104	Introduction to Organic & Biochemistry	
HSC 301	Pharmacology	
PHY 102	General Physics II	
SCI 235	Sports Nutrition	
SCI 242	Orthopedic Evaluation	
SCI 306	Kinesiology	
PED 355	Motor Learning	

Linked Programs

Accelerated tracks are available for the Occupational Therapy (M.S.) and Physical Therapy (D.P.T) programs. Students in these programs first complete the undergraduate Health Sciences degree before moving on to physical or occupational therapy coursework. More information on graduate degree requirements can be found in the Russell Sage College [Graduate Catalog](#).

- [Occupational Therapy 3+2 \(B.A./B.S. and M.S.\)](#)
- [Occupational Therapy 4+2 \(B.A./B.S. to M.S.\)](#)
- [Physical Therapy 3+3 \(B.A./B.S. and D.P.T.\)](#)
- [Physical Therapy 4+3 \(BA/BS to D.P.T.\)](#)

Concentration in Exercise Science

Complete the following:

Item #	Title	Credits
HSC 415	Exercise Rx - Health & Disease	
SCI 235	Sports Nutrition	
SCI 306	Kinesiology	
PED 350	Sport Psychology	
	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 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 Plan of Study

The following is a general course plan for the Health Sciences major without a particular concentration. Check all course descriptions for prerequisites before planning your course schedule. Other course sequences are possible. Consult your advisor or the Health Sciences Program Coordinator. Note also that one can introduce flexibility into this recommended sequence by shifting the sequence of elective and/or general education slots around to allow one to pursue other courses of personal interest or compensate for scheduling conflicts.

Suggested course sequencing for the 4+3 Health Sciences / DPT program, 3+3 Accelerated Health Sciences / DPT program, 4+2 Health Sciences / OT program, 3+2 Accelerated Health Sciences / OT program, or Health Sciences with Exercise Science concentration can be obtained from a student's faculty advisor in Health Sciences or the Academic Advising office.

- Year 1 - Fall: 16 credits
 - WRT 101
 - HSC 215
 - PSY 101
 - BIO 101 and BIO 101L (or CHM 103/103L for students in PT track)
 - RSC 101
- Year 1 - Spring: 15 credits
 - WRT 201
 - HSC 204
 - BIO 102 and BIO 102L (or CHM 104/104L for students in PT track)
 - SCI 110
 - Elective
- Year 2 - Fall: 14 credits
 - BIO 201 and BIO 201L
 - MAT 220 or PSY 207
 - SCI 120
 - RSC 201
- Year 2 - Spring: 13 - 14 credits
 - BIO 202 and BIO 202L
 - PSY 202 or PSY 208
 - SCI 240
 - General Education Course
- Year 3 - Fall: 16 credits

- SCI 310 and SCI 310L
- RSC 301
- HSC 306
- General Education Course
- Elective

- Year 3 - Spring: 16 credits
 - Natural and Applied Sci Elective Course
 - General Education Course
 - HUM 420
 - Elective
 - Elective
- Year 4 - Fall: 15 credits
 - PHY 101 and PHY 101L
 - HSC 450
 - Elective
 - Elective
 - Elective
- Year 4 - Spring: 15 credits
 - BIO 410 or BIO 450
 - Elective
 - Elective
 - Elective
 - Elective

History

History (B.A.)

Total Credits

46

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. Courses with regional emphasis on East Asia, Africa, Latin America, and the Middle East are complemented by methodological and thematic courses on such themes as women's history and oral history. Often described as a liberal arts education in

itself, the study of history includes political, economic, social, religious, artistic, and intellectual aspects of humanity.

History Bachelor's

I. History Core

- Complete all of the following:

Item #	Title	Credits
HST 209	The World Since 1900	
HST 250	Methods, Media and The Public	
HST 401	Seminar	

II. History Electives

- **Complete seven history courses (HST) representing a range of world regions**
 - At least three of these should be selected from the 200-300 level (more topically and regionally focused) courses.
 - Recommended: Students should select at least one course that substantially addresses the history of each of the following areas: African, Asia, Europe, Latin America, and the United States. We encourage students to fulfill part of this requirement through an internship or study abroad.

III. Pathway

- Complete one pathway option from below:
 - Additional pathways may be individually defined by students in consultation with their history advisors.

Pathway: American Studies

- Note: a student may opt to complete the English Capstone (ENG 405) in place of HST 401, with department approval.

Item #	Title	Credits
	Identities Course	3
	History of the Americas Course	3
	Literature of the Americas Selection	6
	American Politics Course	3

Pathway: International Globalization Studies

Item #	Title	Credits
	Globalization and Crisis Course	3
	International Political Economy Course	3
	Geographic Regions Areas of Study	9

Pathway: Public History

Item #	Title	Credits
	History or Museum Studies Selection	6
	Public History Related Electives	9

Degree Completion Notes

- Total credits required for bachelor 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

History Minor

Total Credits	18
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The History minor 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.

History Minor

Core

- Complete the following:

Item #	Title	Credits
HST 209	The World Since 1900	
HST 250	Methods, Media and The Public	

History Electives

Complete *four* history courses representing a range of world regions:

- Two HST courses must be broad regional (100 level) courses
- Two HST courses must be more topically-focused (200-300 level) courses
- This selection of courses should be made on the basis of two main criteria:
 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 (minimum): 2.200 or higher

Interdisciplinary Studies

Criminal Justice, Law, and Behavioral Science (B.S.)

Total Credits	54
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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.

Note: this program is offered through the Albany campus. Though some of the required courses are also offered on the Troy campus, students completing the program will be required to take many of their major requirements on the Albany campus.

Interdisciplinary Studies

Bachelor's

Introductory Courses

- Complete *all* of the following:

Item #	Title	Credits
CRM 111	Criminal Justice Functions & Processes	
LAW 101	Introduction to Law	
PSY 101	Introduction to Psychology	
SOC 101	Introduction to Sociology	

Basic Research & Writing

- Complete *all* of the following:

Item #	Title	Credits
ENG 280	Writing for Law & Society	
LAW 202	Legal Research	
SOC 260	Social Science Analysis	

Interdisciplinary Core

- Complete *all* of the following:

Item #	Title	Credits
CRM 325	Restorative Justice	
LAW 345	Race, Law, and Society	
PSY 339	Psychology and Law	
SOC 335	Social Movements	

Ethics

- Complete the following:

Item #	Title	Credits
PHL 341	Values in Life & Work: Applied Ethics	

Culminating Experience

- Complete *all* of the following:

Item #	Title	Credits
LAS 415	Capstone Seminar	
LAS 427	Internship in Law & Society	

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
	100 or 200 Level CRM Course	3
	100 or 200 Level CRM Course	3
	300 or 400 Level CRM Course	3
	300 or 400 Level CRM Course	3
SOC 357	Applied Research for the Social Sciences	

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
	300 or 400 Level Law Course	3
LAW 302	Legal Analysis & Writing	

Psychology Pathway

Item #	Title	Credits
	100 or 200 Level PSY Course	3
	100 or 200 Level PSY Course	3
	300 or 400 Level PSY Course	3
	300 or 400 Level PSY Course	3
SOC 357	Applied Research for the Social Sciences	

Sociology Pathway

Item #	Title	Credits
	100 or 200 Level SOC Course	3
	100 or 200 Level SOC Course	3
	SOC Course 300 or 400 Level	3
	SOC Course 300 or 400 Level	3
SOC 357	Applied Research for the Social Sciences	

Program Notes

- Students in the Criminal Justice, Sociology, and Psychology pathways are advised to complete an undergraduate statistics course (MAT 220 or PSY 207)
- PSY 202 Human Development, PSY 207 Statistics with Comp Applic, PSY 308 Abnormal Psychology, and PSY 409 History & Systems are highly recommended for students pursuing the MA in Counseling & Community Psychology degree.

Degree Completion Notes

- Total credits required for bachelor 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

Diversity & Social Justice Minor

Total Credits	18
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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.

Interdisciplinary Studies
Minor

Part 1: Core Coursework

Item #	Title	Credits
PSY 211	Introduction to Gender & Sexuality	
SOC 208	Race and Ethnic Relations	

Part 2: Thematic Areas

- Complete 12 credits from the sections outlined below
 - 6 credits must be at the 300 or 400 level.

Item #	Title	Credits
	Section A: Identity & Equality	6
	Section B: Social and Cultural Representations and Analysis	3
	Section C: 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 (minimum): 2.200 or higher.

Interdisciplinary Studies (B.A. or B.S.)

Total Credits	36
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In addition to those majors offered in the regular college curriculum, students may design an interdisciplinary studies major to accommodate particular academic interests. The proposed interdisciplinary studies major 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. At least one-half of the credits required for the interdisciplinary major must be in

upper-division courses. Admission to RSC does not guarantee an interdisciplinary proposal will be accepted.

Students should first consult with the Department Chairs (or Program Directors) in the affected disciplines to create a written proposal¹ explaining their areas of interest and listing the courses that will enable students to achieve their objectives. This proposal must be approved by the Department Chairperson in each affected discipline and by the Dean of the College.

¹Student proposal form is available in Passport - Student Information & Forms link (see [Academic Advising](#) menu).

Interdisciplinary Studies Bachelor's

Program Requirements

- 36 or more credits
- coursework from at least two disciplines (one discipline must be a current undergraduate major offered at Sage)
- half of credits in proposal must be upper division coursework

Degree Completion Notes

- Total credits required for bachelor 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
- B.A. degree requires completion of 90 liberal arts & sciences credits/B.S. degree requires completion of 60 liberal arts & sciences credits

Law and Society

Legal Studies (Certificate)

Total Credits	27
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The certificate in legal studies is an intensive ten-course sequence program [27-29 credits] that prepares the student for paralegal employment opportunities in private sector and public sector law, finance, human services, business and industry, and related fields. Emphasis is placed on preparing the student to enter and advance in the paralegal profession. Students have access to the latest legal research technology on campus at the Sage library as well as access to the extensive law library at Albany Law School. Students may transfer in a maximum of nine credits from other institutions.

Law and Society Certificate

Core Requirements

- Complete all of the following:
 - A [Philosophy \(PHL\)](#) Ethics course may be substituted for LAW 209

Item #	Title	Credits
LAW 101	Introduction to Law	
LAW 202	Legal Research	
LAW 209	Legal Ethics	
LAW 302	Legal Analysis & Writing	
LAW 348	Special Topics in Law	

Law Electives

- Complete *five* additional LAW courses:

Music

Music Minor

Total Credits	18
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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.

Music Minor

Required Courses

Item #	Title	Credits
MUS 111	Basic Musicianship I	
MUS 112	Musicianship II	
MUS 208	Masterpieces of Music	
MUS 217	American Musical Theatre	
MUS 316	Chorus: Sage Singers	
MUS 316	Chorus: Sage Singers	

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	
MUS 315	Applied Music: Instrumental	
MUS 318	Applied Music: Piano	
MUS 319	Applied Music: Voice	

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 (minimum): 2.200 or higher

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

The program emphasizes faculty advisement and program planning. The nursing program leading to a Bachelor of Science Degree may be completed by full- or part-time study. Transfer students may complete the program in 5 semesters (minimum of 21 months), depending on the number of prerequisites that they have completed. Nursing student scholarships and loans are available.

Professional courses start in the freshman or sophomore year and continue through the senior year. Clinical experiences are available at Capital District agencies 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 cumulative GPA of 3.000 for all coursework required for the Nursing program.
- Students must maintain a major GPA of 3.000 to progress in the Nursing Program.*
 - * Nursing GPA includes all nursing and required support courses.
- 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).

Students must receive a grade of "C" or higher (2.000) in all nursing courses.

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. Appeals of decisions by the Academic Standards Committee may be made by submitting a written petition to the coordinator of the BS program.

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. ATI (Assessment Technology Institute) is a company that provides audio and video remediation materials. Fees for ATI will be assessed on tuition bills at three levels; when registered for NSG 201, NSG 323, and NSG 405.

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 Offices of Academic Advising 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.)

Total Credits	85-86
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The baccalaureate preparation in Nursing program (85-86 credits) 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. Many opportunities are available for baccalaureate-prepared nurses in today's health care system.

Students must complete all support courses in BIO, CHM/PHY, PSY, and SCI, prior to beginning any NSG courses.

Nursing Bachelor's

Support Courses

Note: to be eligible to enroll in NSG coursework, a 3.000 or higher nursing major GPA in the support courses is required.

- Complete *all* of the following:

Item #	Title	Credits
BIO 201	Anatomy and Physiology I	
BIO 202	Anatomy and Physiology II	
BIO 208	Microbiology	
PSY 101	Introduction to Psychology	
	PSY 202 or PSY 208	3-4
SCI 120	Nutrition Science	
SOC 350	Research for the Professions	

CHM/PHY Requirement

- Complete *one* of the following science courses with laboratory:

Item #	Title	Credits
CHM 103	Introduction to General Chemistry	
CHM 111	General Chemistry I	
PHY 101	General Physics I	

Sociology Course

- Complete one Sociology course. SOC 101: Introduction to Sociology (recommended).

Item #	Title	Credits
	SOC Course	3

Nursing Coursework

- Students must receive a grade of C or higher (2.00) in all NSG courses.
- Complete *all* of the following:

Item #	Title	Credits
NSG 201	Theoretical Basis of Nursing	
NSG 207	Health Assessment and Professional Strategies	
NSG 212	Nursing Concepts I	
NSG 323	Nursing Concepts II	
NSG 325	Family Community Health Nursing I	
NSG 326	Psychiatric Mental Health Nursing	
NSG 333	Nursing Concepts III	
NSG 345	Nursing Pharmacology	
NSG 355	Reproduction and Sexuality	
NSG 405	Leadership/Management in Nursing	
NSG 409	Prof. Role:Challenges and Issues	
NSG 425	Family and Community Health II	
NSG 450	Transitions in Professional Practice	

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 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 appropriate College Catalog and the Nursing Department student handbook. The first time a student's GPA falls below 3.000 OR a grade of less than C is earned in ANY nursing 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. Check all course descriptions for prerequisites before planning your course schedule. Other course sequences are possible and may be required to accommodate students in clinical placements. Consult your faculty advisor or the Nursing Program Director. *Note: BIO 201, BIO 202, BIO 208, CHM 103 (or CHM 111 or PHY 101), SCI 120, PSY 101, PSY 202 or PSY 208, are required prerequisites for NSG 207 and NSG 212.

Year 1 - Fall: 16 credits

CHM 103 & CHM 103L

PSY 101

RSC 101

Sociology course (SOC 101 recommended)

WRT 101

Year 1 - Spring: 16 credits

BIO 201 & BIO 201L

SCI 120

WRT 201

General Education Course

General Elective

Year 2 - Fall: 16-17 credits

BIO 202 & BIO 202L

PSY 208 or PSY 202

RSC 201 or General Education course

General Education Course

General Elective

Year 2 - Spring: 16 credits

BIO 208 & BIO 208L

SOC 350

RSC 201 or General Education course

General Education course

General Elective

Year 3 - Fall: 12 credits

NSG 201

NSG 207 & NSG 207L & NSG 207R

NSG 212 & NSG 212L & NSG 212R

Year 3 - Spring: 16 credits

NSG 323 & NSG 323L & NSG 323R

NSG 325 & NSG 325L

NSG 326 & NSG 326L

NSG 345

Year 4 - Fall: 17 credits (NSG 14cr. & RSC 3cr.)

NSG 333 & NSG 333L

NSG 355 & NSG 355L

NSG 425 & NSG 425L

General Education: RSC 301

Year 4 - Spring: 12 credits

NSG 405

NSG 409

NSG 450 & NSG 450L

**Recommended for the Quantitative-General Education requirement: Statistics course (MAT 220 or PSY 207), 4 credits

Degree Completion Notes

- **Total credits required for bachelor's degree (minimum): 120 credits**
- Completion of **General Education** coursework required
- 1/2 of major requirements 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

Nursing RN (B.S.)

Total Credits	54-55
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The Nursing RN to BS program in the School of Professional and Continuing Education is for for registered nurses (RN). The 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. The program is self-paced, flexible and designed to provide students with the opportunity to complete their degree while working. 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 a minimum of 30 credits in residence, upper level courses specified by the requirements of their program, and general education classes as specified by the catalog. All credits earned as a direct requirement of an Associate's Degree with a grade of "C-" or better, are eligible for transfer credit toward a baccalaureate degree at SPCE. 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 academic advisors to ascertain the applicability of previously acquired credits. Students typically transfer in 36-54 credits of liberal arts credits from their associate degree program or other college programs, with an additional 30 nursing license credits being validated. A minimum of 30 credits must be completed at Sage, with 60 credits of liberal arts and a total of 120 credits required.

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.

Nursing Bachelor's

Core Requirements

- Complete *all* of the following:
 - Notes:
 - 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 NSG 400 and 500 level courses.

Item #	Title	Credits
NSG 331	Contemp Prof Nsg Practice	
NSG 332	Assess for Hlth Prof & Risk Reduc	
NSG 402	Comm/Publ Hlth Nsg in Chng Wld	
NSG 404	Leadership in Professional Nursing	
NSG 558	Paradigms & Perspectives of Advanced Practice Nursing	
NSG 559	Nursing in a Sociopolitical-Environment	
NSG 448	Topics in Nursing	

Science Requirements

- A minimum of 12 credits in natural science is required:
 - BIO 201: Anatomy and Physiology and BIO 202: Anatomy and Physiology II are recommended
 - BIO 117 or BIO 213 Human Physiology with Lab may be substituted for BIO 201 or BIO 202
 - BIO 208: Microbiology is recommended
 - 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	
	PSY 202 or PSY 208	3-4
PSY 207	Statistics with Computer Applications	
SCI 120	Nutrition Science	
SOC 101	Introduction to Sociology	
SOC 350	Research for the Professions	

Degree Completion Notes

- Completion General Education Requirements
- Total credits required for graduation (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

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

Total Credits	18-19
Nutrition Minor	

Core Requirements

- Complete *all* of the following:

Item #	Title	Credits
HUM 201	Food, Culture and Nutrition	
NTR 201	Foundations of Nutrition Science	
NTR 209	ServSafe Essentials	
NTR 211	Introduction to Food Science	
SCI 120	Nutrition Science	

Nutrition Selection

- Complete *one* of the following courses:
 - Note: other NTR courses may be substituted with departmental approval.

Item #	Title	Credits
NTR 313	Food Service Systems Management	
NTR 325	Community Nutrition	
NTR 402	Advanced Food Science	

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 (minimum): 2.200 or higher

Nutrition Science (B.S.)

Total Credits

83

The BS degree in Nutrition Science 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.

Nutrition

Bachelor's

Nutrition Science Requirements

- Offered in Fall: NTR 201, NTR 313, NTR 401, NTR 402, NTR 404, NTR 422
- Offered in Spring: NTR 209, NTR 211, NTR 314, NTR 325, NTR 403, NTR 407, NTR 417

Item #	Title	Credits
NTR 201	Foundations of Nutrition Science	
NTR 209	ServSafe Essentials	
NTR 211	Introduction to Food Science	
NTR 313	Food Service Systems Management	
NTR 314	Quantity Food Production	
NTR 325	Community Nutrition	
NTR 401	Nutrition Metabolism I: Macronutrients	
NTR 402	Advanced Food Science	
NTR 403	Nutrition Metabolism II: Micronutrients	
NTR 404	Medical Nutrition Therapy I	
NTR 407	Nutrition Counseling Across Life Span	
NTR 417	Medical Nutrition Therapy II	
NTR 422	Current Issues in Nutrition	

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	
BIO 202	Anatomy and Physiology II	
BIO 208	Microbiology	
CHM 103	Introduction to General Chemistry	
CHM 201	Organic Chemistry I	
CHM 220	Nutritional Biochemistry	
HUM 201	Food, Culture and Nutrition	
	Statistics: MAT 220 or PSY 207 4	
PSY 101	Introduction to Psychology	
SCI 310	Exercise Physiology	
SOC 350	Research for the Professions	

Degree Completion Notes

- Total credits required for bachelor 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

Occupational Therapy (MS)

Occupational Therapy 3+2 (B.A./B.S. and M.S.)

Total Credits	0
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Russell Sage College offers an innovative program whereby undergraduate students can complete both a Bachelor's degree and the MS in Occupational Therapy in an accelerated 3+2 program.

During the first three years of coursework students complete requirements for the major, undergraduate general education courses, and OT program prerequisites. Students who earn an overall minimum 3.250 cumulative grade point average (GPA) in undergraduate coursework and no less than

a "C" (2.000) in the eight OT Program prerequisite courses, can accelerate into the MS in Occupational Therapy program by enrolling in 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 fifth year OT courses and fieldwork, the Master's degree is awarded (end of fall term). Entry into this accelerated program and completion of the prerequisites as described above guarantees the student acceptance into the MS in Occupational Therapy program. Students who are unable to achieve the standards listed in Academic Standards for Admission into the MS in Occupational Therapy program are not eligible to accelerate and must complete electives during their fourth year as a means of finishing their baccalaureate degrees. They can reapply for admission to the MS in OT program at that time.

3+2 BA or BS Leading to the MS in Occupational Therapy

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. Students who choose from among these majors will have faculty advisors in both undergraduate and graduate programs. 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 course sequence.

Undergraduate Majors

Biology, Creative Arts in Therapy, 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.

Occupational Therapy (MS)
M.S.

Prerequisite Requirements for Admission

Item #	Title	Credits
BIO 201	Anatomy and Physiology I	
BIO 202	Anatomy and Physiology II	
PSY 101	Introduction to Psychology	
	PSY 202 or PSY 208	3-4
PSY 308	Abnormal Psychology	
SCI 110	Medical Terminology	
	SOC 101 or Anthropology Course	3
	Statistics: MAT 220 or PSY 207	4

Academic Standards for Admission

Students who enroll at Sage in the 3+2 Bachelor leading to the MS in Occupational Therapy program are guaranteed acceptance to the graduate level of the OT Program in the fourth year of study, providing they maintain the following academic requirements in the first three years:

- Achieve a minimum 3.250 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.
- Complete undergraduate general education requirements, OT program prerequisite coursework, and the requirements in their chosen undergraduate majors.
- Transfer students must complete a minimum of 45 undergraduate credits at Sage 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

Entrance 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 any Sage major leading to the OT track as a 4+2 (non accelerated) program.

The successful transfer applicant will demonstrate the following academic profile:

- Overall minimum 3.250 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

The Russell Sage College Graduate School Occupational Therapy Program is registered with the NYS Education Department and accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. You may contact ACOTE by phone at 301-652-2682 or at www.acoteonline.org. The most recent reaccreditation was granted in April 2007 for a ten-year period. Upon graduation students are eligible to sit for the national certification exam that is administered by the National Board for Certification in Occupational Therapy (NBCOT). In addition, most states require licensure in order to practice occupational therapy, however state licenses are usually based on the results of the national certification exam. A felony conviction may affect a student's placement in fieldwork settings, or a graduate's ability to sit for the certification exam or to attain state licensure.

Occupational Therapy 4+2 (B.A./B.S. to M.S.)

Total Credits	0
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Students who are admitted to the 4+2 program at Russell Sage College complete the bachelor's degree in four years. Students who are admitted at the undergraduate level to the MS in Occupational Therapy program are guaranteed continuation into the professional OT program at the Russell Sage College Graduate Schools providing all prerequisite courses and academic requirements (see below for a list of these requirements) are met during completion of the 4+2 program.

Undergraduate transfer student who have completed courses at other institutions may progress into the MS in Occupational Therapy 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 graduate program, during which time undergraduate major coursework, general education requirements, and OT program course prerequisites must be completed. In some

cases with transfer students they may complete more than 120 total credits to complete the bachelor's degree in order to meet all undergraduate and graduate prerequisite requirements and this will be determined by advisement.

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 (MS)

M.S.

Undergraduate Prerequisite Requirements for Admission

Item #	Title	Credits
BIO 201	Anatomy and Physiology I	
BIO 202	Anatomy and Physiology II	
PSY 101	Introduction to Psychology	
	PSY 202 or PSY 208	3-4
PSY 308	Abnormal Psychology	
SCI 110	Medical Terminology	
	SOC 101 or Anthropology Course	3
	Statistics: MAT 220 or PSY 207	4

Academic Standards for Admission

Students who enroll at RSC in the 4+2 Bachelor leading to the MS in Occupational Therapy program are guaranteed acceptance to the graduate level of the OT Program in the fourth year of study, providing they maintain the following academic requirements in the first three years:

- Achieve a minimum 3.250 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 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.
- Complete bachelor’s degree, including all general education requirements, OT program prerequisite coursework, and the requirements in their chosen undergraduate majors.

The first review for eligibility to continue into the OT professional program will take place after the fall semester of the fourth year.

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 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

Entrance 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 any Russell Sage College major leading to the OT track as a 4+2 (non accelerated) program.

The successful transfer applicant will demonstrate the following academic profile:

- Overall minimum 3.250 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, and Physics I 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

The Russell Sage College Graduate School Occupational Therapy Program is registered with the NYS Education Department and accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, 4720 Montgomery Lane, Bethesda, MD 20824-1220, 301/652-2682. The most recent reaccreditation was granted in April 2007 for a ten-year period. Upon graduation students are eligible to sit for the national certification exam that is administered by the National Board for Certification in Occupational Therapy (NBCOT). In addition, most states require licensure in order to practice occupational therapy, however state licenses are usually based on the results of the national certification exam. A felony conviction may affect a student's placement in fieldwork settings, or a graduate's ability to sit for the certification exam or to attain state licensure.

Physical Therapy (DPT)

Physical Therapy 3+3 (B.A./B.S. and D.P.T.)

Total Credits	0
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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 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.

Undergraduate transfer students who have completed courses at other institutions may be admitted to the accelerated program, with acceptance based on space availability, students' qualifications, and previous college coursework. Transfer students must complete a minimum of one academic year at RSC prior to entering the DPT program, during which time college undergraduate major coursework, general education requirements and DPT program course prerequisites must be completed. In some cases this may take more than one year, and will be determined by advisement.

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 3.250 for all college coursework
- Earned Science GPA of at least 3.250 in DPT Program prerequisite science coursework completed to date (Anatomy & Physiology I and II, Cell Biology, Chemistry I and II, Physics I and II)
- Earned minimum grade of "C" or better 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, please visit the DPT program web site, <https://www.sage.edu/academics/programs/physical-therapy/>.

Physical Therapy (DPT) D.P.T.

Prerequisite Support Courses for Admission

- The following courses must be completed prior to beginning the professional program.

Item #	Title	Credits
BIO 201	Anatomy and Physiology I	
BIO 202	Anatomy and Physiology II	
BIO 220	Cell Biology	
PSY 101	Introduction to Psychology	
	PSY 202 or PSY 208	3-4
	Chemistry Sequence	8
	Physics Sequence	8
	Statistics: MAT 220 or PSY 207	4

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.

For Students who entered RSC directly from high school:

By December 1 of the third year, students accelerating into the DPT Program will:

- Arrange for a meeting with their DPT Program faculty advisor
- Complete DPT Program application forms (Academic Standards Statement, Clinical Observation Document, Prerequisite Form) available from the Physical Therapy Department office or the web page: www.sage.edu/academics/health-sciences/programs/dpt/admission/
- Submit transcripts from all college institutions attended
- Provide a current resume
- Submit one letter of recommendation from a Sage faculty member
- Submit a career goals essay

For Students who entered RSC as a transfer student:

Students who transferred into RSC from another college institution must complete the online application process through the Physical Therapist Central Application Service, known as PTCAS. For more information about this process please visit the Physical Therapy Department web page or the PTCAS web page (both are listed below).

- Arrange for a meeting with their DPT Program faculty advisor;
- Complete the online application process through PTCAS (www.ptcas.org);
- Complete DPT Program supplemental application form for PTCAS applicants available on the Physical Therapy Department web page: http://www.sage.edu/academics/health_sciences/programs/dpt/admission/

- Submit transcripts from all college institutions attended to Russell Sage College (if they are not already on file)

Physical Therapy 4+3 (BA/BS to D.P.T.)

Total Credits

0

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 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.

Physical Therapy (DPT)
D.P.T.

Prerequisite Support Courses

- The following courses must be completed *prior* to beginning the DPT program.
 - BIO 415 Cell and Molecular Biology w/lab may be taken for BIO 220
 - Specific course grades and GPAs are required - see notes below

Item #	Title	Credits
BIO 201	Anatomy and Physiology I	
BIO 202	Anatomy and Physiology II	
BIO 220	Cell Biology	
PSY 101	Introduction to Psychology	
	PSY 202 or PSY 208	3-4
	Chemistry Sequence	8
	Physics Sequence	8
	Statistics: MAT 220 or PSY 207	4

Academic Requirements to Progress into the DPT

- Completion of the bachelor's degree and DPT Program prerequisite courses prior to beginning the DPT Program
- Completion of 45 credits in residence at RSC (minimum) to meet the undergraduate major and general education requirements and DPT Program prerequisites
- Earned minimum of grade of C or better (2.000) in all DPT Program prerequisite courses
- No more than three repeated courses of previously passed courses (any grade other than "F" or "W"). The grade of the 2nd attempt will be the grade used in GPA calculations
- Earned overall GPA of at least 3.250 for all college coursework
- Earned science GPA of at least 3.250 in DPT Program prerequisite science coursework, Anatomy & Physiology I and II, Cell Biology, Chemistry I and II, and Physics I and II; (28 credits)
- 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 Progression Process (4+3 students only)

Procedures for Progression into the DPT Program

For students who entered RSC directly from High School:

By December 1 of the fourth year students progressing into the DPT Program will:

1. Arrange for a meeting with their DPT Program faculty advisor
2. Complete DPT application 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

For students who entered RSC as undergraduate transfer students:

Students who transferred into RSC from another college must complete the online application process through the Physical Therapist Central Application Service, known as PTCAS. For more information about this process please visit the Physical Therapy Department web page or the PTCAS web page (both are listed below).

1. Arrange for an interview with their DPT Program faculty advisor
2. Complete the online application process through PTCAS (www.ptcas.org)
3. Complete DPT Program supplemental application form for PTCAS applicants
4. Submit transcripts from all college institutions attended to Russell Sage College (if not already on file)

Admission Requirements

High School Applicants:

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 prerequisite courses, academic and program requirements are met in the 4+3 program. The successful high school applicant will meet admission requirements to RSC.

Transfer Applicants:

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 and program requirements are met. The successful transfer applicant will demonstrate the following academic profile:

- Earned overall 3.250 GPA for all college coursework
- Earned Science GPA of at least 3.250 in DPT Program prerequisite science coursework completed to date; Anatomy & Physiology I and II; Cell Biology, Chemistry I and II; and Physics I and II (28 credits)
- Minimum grade of "C" or better in all PT Program 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/>.

Political Science

Political Science Minor

Total Credits	18
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A minor in Political Science 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 take 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.

Political Science

Minor

Required Courses

- Complete *all* of the following:

Item #	Title	Credits
POL 101	U.S. Government and Politics	
POL 218	Public Policy: Obama v. Trump	

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 (minimum): 2.200 or higher

Pre-Law Studies Minor

Total Credits	18
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The 18-credit minor in Pre-Law Studies can be completed by students in almost any major. It is

recommended for all students interested in going to law school after graduating from Russell Sage College. It would also be helpful for students who are interested in a law-related career after college, such as jobs in government or in the courts.

The American Bar Association's Section of Legal Education and Admissions to the Bar has published a statement on preparation for legal education which has guided the formulation of this minor. According to the ABA, no specific major is or should be required for admission to law schools in the United States. However, undergraduate coursework is recommended that develops skills that can help students prepare for the Law School Admissions Test (LSAT) and that builds a skills and knowledge base that can help students once they reach law school. The skills referred to by the ABA include: analysis and problem solving; critical reading; writing; oral communication; listening; and, legal research. The knowledge base includes: contemporary political systems; history, political theory; ethics and theories of justice; economics; and human behavior.

This minor requires two classes as its core, which meet the writing and legal research skills base recommended by the ABA. The remaining skills and knowledge may be acquired by the other four classes counting toward the minor, which should be different courses in various disciplines to balance the student's major coursework. For example, a math major with a Pre-Law Studies minor will probably need a political systems course, while a political science major may need a human behavior course.

Political Science Minor

Required Courses

Item #	Title	Credits
POL 205	Research in Law and Government	
ENG 233	Professional Media Writing	

Writing Intensive POL Selection

- Complete one of the following:

Item #	Title	Credits
POL 344	Constitutional Interpretation	
POL 346	Presidential Speeches	

Additional POL Electives

- Select three additional Pre-Law courses with advisement from your Pre-Law minor advisor
 - Courses chosen must include work so that at least nine credits of the minor are taken outside of your major discipline.

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 (minimum): 2.200 or higher

Accelerated B.A./J.D. Program with Albany Law School

Russell Sage College and Albany Law School have partnered to offer a 3+3 Accelerated Law School program for entering first-year students and rising sophomore students who meet certain requirements. Selected students start at Albany Law School after their junior year at Russell Sage College. They receive a bachelor's degree from Russell Sage College at the end of their first year at Albany Law School, spend the normal three years there, then receive a juris doctorate (J.D.) law degree.

Who should apply to the six-year program? Student must be superior prospects to qualify for this program. The admission committees at both Russell Sage College and Albany Law School use grade point average, class rank, SAT scores, and an essay or writing sample as criteria for admission. Russell Sage College and Albany Law School consider students with 1250 or above on the SAT and rank in the upper 10% of high school graduating class.

Students may seek admission to the accelerated law program after completion of their first year at college. In this case, students must have maintained an excellent GPA during their first year of college level study in addition to the SAT and class rank requirements above. The standards for admission to the 3+3 Program are higher than for ordinary admission; failure to be accepted into this extremely competitive program does not mean that you should not plan to enter Russell Sage College with a plan to attend law school.

How do you apply? Entering first-year students should tell the admissions counselor with whom they speak that they wish to apply to the 3+3 accelerated law program with Albany Law School. The admissions counselors will screen the admissions material and, if appropriate, send them to Albany Law School for a final decision.

What do you need to do to stay in the program? Students in the Accelerated Law program must choose a major that, along with general education courses, can be completed in three years at Sage. The Pre-Law Advisor can help you select a major that works for the program. Students accepted into the 3+3 program must earn a cumulative GPA of at least 3.300 during the three years of undergraduate study

at Russell Sage College. In addition, students must take the Law School Admission Test (LSAT) and achieve a score no lower than the median LSAT score for the prior year's entering class at Albany Law School.

Psychology

Psychology (B.S.)

Total Credits

43

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]

Psychology
Bachelor's

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	
PSY 207	Statistics with Computer Applications	
PSY 208	Developmental Science	
PSY 215	Biopsychology	
PSY 233	Research Methods & Design	
PSY 275	Proseminar: Personal Pathways	
PSY 403	Seminar	
PSY 409	History and Systems of Psychology	

Cognitive Requirement

- Complete one of the following:

Item #	Title	Credits
PSY 313	Learning	
PSY 440	Cognition	

Clinical Requirement

- Complete one of the following:

Item #	Title	Credits
PSY 304	Counseling: Theory and Practice	
PSY 308	Abnormal Psychology	

Social Requirement

- Complete one of the following:

Item #	Title	Credits
PSY 301	Social Psychology	
PSY 406	Personality Theory	

Well-Being Requirement

- Complete one of the following:

Item #	Title	Credits
PSY 320	Community Psychology	
PSY 326	Health Psychology	

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 242	Problems of Alcohol & Drug Dep Person	
PSY 305	Psychology of Persuasion & Influence	
PSY 317	Motivation	
PSY 329	Evolutionary Psychology	
PSY 339	Psychology and Law	
PSY 365	Close Relationships	
PSY 407	Internship in Psychology	
BIO 336	Animal Behavior	

Degree Completion Notes

- Total credits required for bachelor 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 207 Statistics with Computer Applications
PSY 208 Developmental Science
General Education Course
General Elective

Year 2 - Fall

PSY 233 Research Methods & Design
PSY 275 Proseminar: Personal Pathways (1 cr.)
Psychology Major Requirement
RSC 201 Exploring Intercultural Perspectives
General Education Course

Year 2 - Spring

PSY 316 Biopsychology
Psychology Major Requirement
General Education Course
General Elective
General Elective

Year 3 - Fall

Psychology Major Requirement
Psychology Major Requirement
General Elective
General Elective
General Elective

Year 3 - Spring

Psychology Major Requirement
Psychology 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

Psychology Minor

Total Credits

19

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.

Psychology

Minor

Core I

- Complete *all* of the following:
 - Note: PSY 202 Human Development may be used for PSY 208

Item #	Title	Credits
PSY 101	Introduction to Psychology	
PSY 208	Developmental Science	
PSY 316	Biopsychology	

Core II

- Complete *two* courses from the following:

Item #	Title	Credits
PSY 301	Social Psychology	
PSY 304	Counseling: Theory and Practice	
PSY 308	Abnormal Psychology	
PSY 313	Learning	
PSY 406	Personality Theory	
PSY 440	Cognition	

Psychology Elective

- Complete *one* psychology elective course:
 - Note: students may also complete a PSY course from the Core II

Item #	Title	Credits
PSY 242	Problems of Alcohol & Drug Dep Person	
PSY 305	Psychology of Persuasion & Influence	
PSY 317	Motivation	
PSY 326	Health Psychology	
PSY 329	Evolutionary Psychology	
PSY 348	Selected Topics in Psychology	
PSY 365	Close Relationships	

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 (minimum): 2.200 or higher

Public Health

Public Health (B.S.)

Total Credits	48-50
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Reflecting an interdisciplinary approach, students in the **B.S. in Public Health program (78-80 credits)** take courses covering material from the various public health core disciplines (epidemiology; social behavior and community health; health policy; biological and environmental science; and statistics) supplemented by multiple options from related disciplines. Additionally, students complete a track to develop proficiencies related to their selected discipline. Tracks cover the primary disciplines of public health and have been developed to allow student to be better prepared to pursue an MPH degree. Tracks (choose *one*): General, Social Behavior & Community Health, and Policy & Law

Student Learning Outcomes

Students who choose a major in public health will gain an understanding of the foundations of public health. Upon completion of a major in public health, students will be able to:

- describe the history of public health;
- explain the organization, financing, and delivery of health care services in the United States;
- describe the public health system and provide examples of the essential services of public health;
- describe the methodologies employed by public health practitioners;
- identify and describe the factors impacting health and disease of a population using a socioecological model;
- discuss the impact of culture and policy on health and disease;
- perform evidence informed decision making:
 - identify appropriate sources of information and data;
 - collect information and data;
 - assess information and data for accuracy and relevance; and
 - used information and data to inform decision making;
- utilize basic methods for measurement and quantification of disease to describe the extent of public health issues; and
- communicate to a variety of audiences using written and oral communication techniques.

Public Health
Bachelor's

Required Courses

- Complete *all* of the following:

Item #	Title	Credits
BIO 101	General Biology I	
BIO 101L	General Biology I - Lab	
BIO 110	Environmental Issues	
HSC 306	Culture and Health	
MAT 201	Calculus I	
PBH 201	Health and Society	
PBH 210	Overview of Global Health	
PBH 305	Survey of Epidemiology	
PBH 405	Public Health Capstone: Assessing Needs/Solutions	
PBH 427	Internship in Public Health	
POL 314	Health Policy	
PSY 101	Introduction to Psychology	
PSY 326	Health Psychology	
SOC 101	Introduction to Sociology	

Ethics Selection

- Complete *one* of the following:

Item #	Title	Credits
BUS 312	Ethics & Social Responsibility	
HUM 420	Medical Ethics	
PHL 206	Ethics	
PHL 235	Biomedical Ethics	
PHL 341	Values in Life & Work: Applied Ethics	

Statistics Selection

Item #	Title	Credits
	ECO 215, MAT 220, or PSY 207	3-4

Research Selection

- Complete *one* of the following:

Item #	Title	Credits
SOC 350	Research for the Professions	
PSY 233	Research Methods & Design	

Track

- Complete five courses (15 credits) by advisement of Public Health Program Director.

Additional Program Information

The public health major will include instruction in the following domains (<http://ceph.org/assets/SBP-Criteria.pdf>, last accessed 10/13/2015):

- the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society;
- the basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice;
- the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations;
- the underlying science of human health and disease including opportunities for promoting and protecting health across the life course;
- the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities;
- the fundamental concepts and features of project implementation, including planning, assessment and evaluation;
- the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries;
- basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government; and
- basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.

In addition to the knowledge gained, student who successfully complete the program will have gained several valuable skills that will transfer to future academic endeavors or the workforce. Students who have completed the public health major will have practiced and developed:

- effective oral and written communication skills;
- the ability to locate, use, evaluate, and synthesized information and data;
- evidence-based decision making skills;

- basic epidemiological analyses skills;
- a holistic view of health and the factors impacting health;
- the ability to conduct a needs assessment; and
- experience developing a health promotion program or plan to address identified need(s).

Degree Completion Notes

- Total credits required for bachelor 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

Public Health Minor

Total Credits 18

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.

Public Health
Minor

Core

- Complete *all* of the following

Item #	Title	Credits
PBH 201	Health and Society	
PBH 210	Overview of Global Health	
PBH 305	Survey of Epidemiology	

Ethics

- Complete *one* of the following

Item #	Title	Credits
BUS 307	Business Ethics	
BUS 312	Ethics & Social Responsibility	
PHL 235	Biomedical Ethics	
PHL 206	Ethics	
PHL 341	Values in Life & Work: Applied Ethics	

Culture and Behavior

- Complete *one* of the following

Item #	Title	Credits
HUM 201	Food, Culture and Nutrition	
HSC 206	Cultural Perspectives of Health, Disability and Wellness	
HSC 215	Health/Wellness Across Lifespan	
PED 225	Concepts of Fitness & Wellness	
PSY 326	Health Psychology	

Environmental

- Complete *one* of the following

Item #	Title	Credits
BIO 110	Environmental Issues	
BIO 130	Environmental Biology	
BIO 326	Principles of Ecology	
BIO 350	New Emerging Diseases	
HST 150	Climate Crisis & Challenge of Energy Conversion	
SCI 120	Nutrition Science	

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

Sociology

Sociology (B.A.)

Total Credits	35-37
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Are you interested in people? Are you fascinated by such topics as cultural diversity or marriage and the family? These subjects and others that deal with social relationships and the nature of society comprise the discipline of sociology.

Sociology is the study of social groups. 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.

Sociology
Bachelor's

Sociology Core

Item #	Title	Credits
SOC 101	Introduction to Sociology	
PSY 207	Statistics with Computer Applications	
SOC 303	Sociological Theory	
SOC 337	Research Methods	
SOC 403	Senior Seminar	
SOC 427	Internship in Sociology	

Select Pathway

- Complete one of the following Pathways: Crime & Justice, General Sociology, or Public Health.

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	
	SOC Course	3
	SOC Course	3
	SOC Course	3
	SOC course 300 level	3

Pathway in Crime and Justice

Item #	Title	Credits
SOC 105	Introduction to Criminal Justice	
SOC 312	The Nature of Crime	
	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	
PBH 210	Overview of Global Health	
	Sociology/Health Selection	12

Degree Completion Notes

- Total credits required for bachelor 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

Sociology Minor

Total Credits 18

For liberal arts and sciences majors and professional majors, Russell Sage College offers a minor in Sociology. [18 credits]

Sociology
Minor

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	
	SOC Course	3
	SOC Course	3
	SOC Course	3
	SOC Course	3
	SOC Course 300 or 400 Level	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 (minimum): 2.200 or higher

Spanish

Spanish Minor

Total Credits 18

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.

Spanish
Minor

Core : 3 credits

Complete one of the following:

Item #	Title	Credits
SPA 202	Intermediate Spanish II	
SPA 273	Intermed Spanish for Health Professions	

Conversation : 3 credits

Complete SPA 301 (3 credits) or three terms of SPA 310 (1 credit).

Item #	Title	Credits
SPA 301	Advanced Spanish Conversation	
SPA 310	Spanish Culture and Conversation	

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 (minimum): 2.200 or higher

Women's Studies

Women's Studies Minor

Total Credits	19
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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]

Women's Studies
Minor

Core Courses

Item #	Title	Credits
RSC 201	Exploring Intercultural Perspectives	
WST 209	Gender, Feminism & Society	
WST 405	Women's Studies Capstone Project	

Women's Studies Electives

Complete three (3) WST electives

Item #	Title	Credits
WST 206	Sociology of the Family	
WST 209	Gender, Feminism & Society	
WST 212	Women and Social Movements	
WST 215	U.S. Latino/Latina Literature	
WST 220	Women and Crime	
WST 222	Women, Health and the Body	
WST 226	Art of the Sixties and Seventies	
WST 230	Gender & Sexuality in Modern & Contemporary Art	
WST 232	Oral Histories: Voices of the Past	
WST 248	Special Topics:	
WST 250	Women's Literature	
WST 267	Honors III-Behaved Women: Nursing and Literature	
WST 270	Hispanic Women Writers	
WST 305	Women in Developing Countries	
WST 310	Victims and Their Experience	
WST 319	Women and the Law	
WST 321	Psychology of Women	
WST 329	Domestic Violence	
WST 332	Conflict Management and Mediation	
WST 333	Class, Power and Privilege	
WST 335	Social Movements	
WST 343	Literature, Gender, & Sexuality	
WST 348	Topics in Women's Studies	

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 (minimum): 2.200 or higher

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.

Accounting

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.

Accounting

ACC 201

3

ACC 203 : Intermediate Accounting I

This course examines established financial accounting topics as well as recent developments in reporting practices. Topics on asset measurement and income determination are examined using case studies, computerized spreadsheet applications, problems and writing assignments.

ACC 201 , ACC 202

Accounting

3

SCA Professional Course.

ACC 204 : Intermediate Accounting II

Financial reporting for the valuation of liabilities, investments, stockholders' equity, retained earnings and leases. The course includes current concepts in accounting theory. Course topics are developed through computerized spreadsheet applications, problems, and writing assignments.

Accounting

ACC 203

3

SCA Professional Course.

ACC 205 : Cost Accounting

A course emphasizing product costing using traditional and activity based costing methods and demonstrating how cost accounting information is used for planning, controlling, performance evaluation and decision making. Examples of actual manufacturing and service industries help illustrate cost concepts. Students also explore real world ethical questions confronted in the cost accounting environment.

Accounting

ACC 202

3

SCA Professional Course.

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.

ACC 201 , ACC 202

Accounting

3

SCA Professional Course.

ACC 210 : Individual Taxation

A basic course dealing with the Internal Revenue Code and its applications to individual federal taxation issues. Students use the Code, Rulings and Regulations to explore a variety of taxation questions. Actual tax forms are prepared using both manual and computerized systems. A tax software package is used.

ACC 201 , ACC 202

Accounting

3

SCA Professional Course.

ACC 301 : Advanced Accounting I

This course includes advanced financial accounting topics in business combinations and consolidations, international accounting partnerships, and corporate reorganizations and liquidations.

Accounting

ACC 204

3

SCA Professional Course.

ACC 303 : Government and Non-Profit Accounting

The study of fund accounting concepts and the application of those concepts as related to governmental entities, universities and schools, healthcare institutions and other nonprofit entities. Financial statement will be prepared and analyzed.

Accounting

ACC 204

3

SCA Professional Course.

ACC 327 : Internship in Accounting

A supervised learning work experience in the field of accounting. Internships are arranged through the departmental internship coordinator.

Accounting

3

SCA Professional Course.

ACC 401 : Auditing

A study of auditing theory, and procedures including the scope and limitations of an audit; methods of verification and analysis; examination of audit data; and preparation of working papers, reports, and opinions. The course also addresses audit ethics, the legal environment of the profession and current issues confronting auditors and their clients.

ACC 203 , ACC 204

Accounting

3

SCA Professional course.

ACC 405 : Corporate & Partnership Taxation

This course involves the application of the Internal Revenue Code and Regulations to corporate and partnership issues. The emphasis will be on understanding the concepts of developing tax plans for business.

ACC 210 or ACC 204

Accounting

3

SCA Professional Course.

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.

American Sign Language

ASL 101R

3

American Studies

AMS 101 : Introduction to American Studies

American Studies

3

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.

Arabic

3

RSC General Education Breadth: Humanities - Literature and Language

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.

Arabic

3

Art

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.

AEM major; Completion of 54 or more credits (junior status).

Art

3

ART 101 : Beginning Drawing

An introductory course that explores drawing as a descriptive and expressive language using various black-and-white media.

Art

SCA Professional

ART 105 : Two-Dimensional Design

A studio course in two-dimensional design stressing a problem solving approach. The course introduces principles governing the use of form. Projects focus on the execution of both black-and-white and color designs in a variety of media.

Art

SCA Professional

ART 106 : Three-Dimensional Design

A studio course in three-dimensional design stressing a problem-solving approach. The course introduces principles governing the use of form and focuses on the development of skills necessary for creating three-dimensional projects with a variety of materials.

Art

SCA Professional

ART 203 : Beginning Painting

An introduction to painting with emphasis on composition, colors, and paint handling. A range of subject possibilities will be studied, including still life and the model. Students may choose to work in either oils or acrylics and will be given instruction in preparation and paint application for each medium.

ART 101 , ART 105

Art

SCA Professional

ART 204 : Intermediate Painting

Experiences in painting with a focus on development of individual expression including an exploration of processes and concepts. Students may choose to work in either oils or acrylics.

Art

ART 203

SCA Professional

ART 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.

Art

SCA Professional

ART 219 : Relief Printmaking

An introduction to fine art printmaking techniques and concepts. Students will create unique and limited edition prints using print media such as relief (block) printing in single and multiple colors.

Art

SCA Professional

ART 220 : Intaglio Printmaking

A studio course studying fine art printmaking techniques and concepts that emphasizes black and white intaglio.

Art

SCA Professional

ART 222 : Intermediate Drawing

Building on skills developed in Drawing I and Figure Drawing this course focuses on making drawings that are far more complex in form and content. A wide range of subject matter, including the model, still life, and landscape will be studied. A variety of techniques, concepts, and media, including charcoal, ink, and pastel will be explored. ART 101 & ART 215

Art

SCA Professional

ART 227 : Clay Sculpture I

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.

Art

SCA Professional

ART 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.

Art

SCA Professional

ART 300 : Independent Study

To be arranged with faculty. Department chair approval required. 3 credits. [P]

Art

SCA Professional

ART 309 : Mixed Media Drawing

This course is designed to explore a variety of media and techniques that will extend the boundaries of what theretofore has been a more traditional drawing experience in previous courses. Personal expression and the relationship between scale, media, and image will be examined in a variety of formats and techniques. Students will be encouraged to experiment in ways that will depart from the norm of what has been traditionally thought of as the art of drawing. Sources and examples by artists from the past, as well as the present, will be used to direct the students in this class toward inventive solutions for the assigned projects. The materials emphasized in this course include: gesso, acrylic paint, collage, and ink.

Art

ART 222

SCA Professional

ART 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 readymade volumes.

Art

SCA Professional

ART 321 : Monoprints

Monoprints (or monotypes) are one-of-a-kind works that combine aspects of painting, drawing, and printmaking. Water-soluble inks will be used in additive and subtractive imaging techniques including the use of collage plates. Coursework emphasizes experimentation leading to stylistic and conceptual development.

Art

SCA Professional

ART 322 : Clay Sculpture II

Continuation of study and studio experience in clay sculpture within a ceramic sculptural context. The course will focus on vessel-based and/or human figurative sculptural form, its origin and current interpretation in Ceramic Sculpture. Application of traditional clay building practices and mixed media will be employed.

ART-106, ART-215 , ART-231

Art

SCA Professional

ART 325 : Figure Painting

A studio course in which students learn about the history of the figure in art and painting. Western and non-Western cultural imagery will be explored. Appropriate anatomical and other technical issues will be reviewed and emphasized. Students will develop paintings of the figure that incorporate the study of form, light, shadow, and composition, as well as works that emphasize portraiture, interior settings, in both traditional and non-traditional modes of execution.

Art 203; Art 204

Art

SCA Professional

ART 327 : Internship

to be arranged with faculty. 3 credits. [P]

Art

3

SCA Professional

ART 348 : Topics in Art

Special topics studio art course.

Art

SCA Professional

ART 375 : Raku Ceramics

A studio course in low-temperature ceramics which utilizes quick-firing techniques for porous clay bodies. Students will design and construct forms based on hand-building and/or wheel-throwing techniques and participate in the clay mixing and firing process. Slide lectures and laboratory assignments will augment studio projects.

Art

SCA Professional

ART 385 : Junior Studio

An intensive studio experience for third-year students, this course bridges the foundation and exploration of the first two years of study with the culminating senior capstone. Junior Studio brings together students working in their choice of drawing, painting, printmaking, sculpture and other media to promote both specialization and cross-pollination. Working with a familiar technique, students are encouraged to go beyond technical competence to find their creative voice, develop a personal style and refine their concepts of contemporary art. Junior (third-year) status

Art

SCA Professional

ART 404 : Senior Project

Students design and execute individual projects under the supervision of a department advisor.

Art

SCA Professional

ART 421 : Senior Capstone I

The student will develop and produce preliminary work and a conceptual basis for their senior thesis, including research into themes, materials, historical context, plan for work to be accomplished. Students in all disciplines of fine art studios will have individual critiques with their major professors, and group critiques with their peers and art faculty. This 3 credit hour course will require a minimum of 6-8 studio hours per week.

Senior status BFA major

Art

SCA Professional

ART 422 : Senior Capstone II

A capstone studio course focused on concentrated work in the students' chosen medium. With faculty direction, students will complete a serious, coherent, and well-crafted body of work which was begun in Senior Seminar I. Students will present their selected artworks and artist statements at the annual BFA exhibition.

Senior status BFA major

Art

SCA Professional

ART 448 : Special Topics

The Art & Design department offers special courses covering areas and topics not otherwise included in the curriculum.

Art

SCA Professional

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. Students may not take this course and AFA 101 for credit. Students in the BFA programs may not substitute AFA 101 for this course.

Art + Extended Media

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.

Art + Extended Media
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.

Art + Extended Media
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.

Art + Extended Media
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.

Art + Extended Media
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.

Art + Extended Media
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.

Art + Extended Media
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.

AEM 201
Art + Extended Media
3

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 non-traditional contemporary procedures and outside materials are encouraged and expected.

AEM 106
Art + Extended Media
3

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.

AEM 105

Art + Extended Media

3

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.

Art + Extended Media

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.

AEM 202 & GMD 217

Art + Extended Media

3

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.

AEM 205

Art + Extended Media

3

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. Students may not take this course and AFA 215 for credit.

Art + Extended Media

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.

Art + Extended Media

3

AEM 220 : Intaglio Printmaking

A studio course studying fine art printmaking techniques and concepts that emphasizes black and white intaglio.

Art + Extended Media

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.

Art + Extended Media

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.

AEM 101

Art + Extended Media

3

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.

Art + Extended Media

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.

Art + Extended Media

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.

AEM majors only

Art + Extended Media

3

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.

AEM 250

Art + Extended Media

3

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.

Art + Extended Media

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.

Art + Extended Media

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.

AEM 202, AEM 210 & GMD 217

Art + Extended Media

3

AEM 327 : Internship

To be arranged with faculty advisor.

Art + Extended Media

3

AEM 348 : Special Topics

Special topics studio art & media design course.

Art + Extended Media

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.

AEM 260; completion of 54 or more credits (Junior status)

Art + Extended Media

3

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.

AEM 350; Completion of 54 or more credits (junior status)

Art + Extended Media

3

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.

Art + Extended Media majors only

Art + Extended Media

3

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.

AEM 421

Art + Extended Media

3

AEM 427 : Internship

Art + Extended Media

3

AEM 448 : Topics in Art

Special topics course in art + extended media design.

Art + Extended Media

3

Art History

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.

ARH 205 & ARH 206

Art History

3

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.

ARH 307

Art History

3

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.

Art History

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).

ARH 205 & ARH 206

Art History

3

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.

Art History

ARH 301

3

ARH 307 : Modern Art & Criticism

The art of the 19th and 20th centuries will be explored in depth starting 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.

ARH 205 & ARH 206

Art History

3

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.

ARH 205 & ARH 206

Art History

3

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.

ARH 307

Art History

3

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.

Art History

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.

Art History

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.

Arts (Visual & Performing)

3

RSC General Education Breadth: Humanities - Fine and Performing Arts

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. Credit cannot be earned for both BIO 101 and BIO 104.

Biology

BIO-101L

3

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.

Biology

BIO 101 (lecture)

1

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.

Biology

BIO 102L

3

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.

Biology

BIO 102 (lecture)

1

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.

Biology

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.

Biology

3

BIO 125 : Struct and Funct 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.

Biology

3

BIO 130 : Environmental Biology

Designed for the student with little or no background in biology, the course includes a study of ecology and population dynamic, with an emphasis on the population explosion, resource use and misuse, and pollution issues. Field experiences will be included.

Biology

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.

Biology

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.

Biology

1

BIO 200 : Independent Study

to be arranged with faculty

Biology

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.

Biology

BIO 201L

4

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.

BIO 201, BIO 201L

Biology

BIO 202L

4

Students who take this course cannot also receive credit for BIO 134 and BIO 213 due to overlap in course content. R

BIO 206 : Genetics

This is a study of the principles of modern and classical genetics, including molecular biology of genetic material and its functions; mechanisms of recombination in phage, bacteria, and higher organisms; control of gene activity during development; gene frequencies in populations; and selection and evolution. Laboratory studies will include phage, bacteria and *Drosophila*, and use of biochemical analysis.

BIO-104 , BIO-105

Biology

3

Students also enroll in lab section.

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.

BIO 101 is recommended

Biology

3

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.

Completion of one BIO or CHM course

Biology

BIO 208L

4

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.

Biology

3

BIO 211 : The Plant Kingdom

Biology

3

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.)

One semester of BIO, CHM or PHY or sophomore status (24+ credits)

Biology

4

Students also enroll in lab section. Students who take this course cannot also receive credit for BIO 201/202 due to overlap in course content.

BIO 217 : Invertebrate Zoology

Biology

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 experiments emphasize current techniques used to study cellular function.

BIO 101/BIO 102 or BIO 201/BIO 202

Biology

BIO 220L

4

BIO 248 : Topics in Biology

Biology

1

BIO 307 : Internship in Biology

to be arranged with faculty

Biology

1

BIO 310 : Biology of Parasites

Biology

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.

Biology

3

BIO 320 : Seminar in Biology

This course focuses on an investigation of current research publications and presentation of oral and written scientific reports. *[Course number changed to BIO 450 beginning in Fall 2016]*

Biology

3

For juniors

BIO 321 : Biology of Algae

Biology

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 ethe evolution of ecosystems. Field trips are included.

BIO 101/BIO 101L

Biology

3

BIO 330 : Chemical Biology

This course provides an overview of the structure, function and chemistry of biological macromolecules including proteins, nucleic acids, carbohydrates, and lipids. The interactions and comparative aspects of microbial, plant, and animal forms are stressed. Specific examples of molecular techniques from current research and applications to medicine are emphasized throughout the course.

CHM-202

Biology

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.

BIO 101/101L and BIO 102/102L

Biology

3

BIO 348 : Topics in Biology

Special topics of current interest in the biological sciences are examined.

BIO 104-105

Biology

3

Take BIO-104 BIO-105;

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.

BIO 101 & BIO 102

Biology

3

BIO 351 : Immunology

This course investigates the various ways living systems have devsieed to subvert infections by viruses, bacteria, and parasites. The mechnisms 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.

BIO-101 & BIO-102

Biology

3

BIO 357 : Environmental Toxicology

Biology

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.

Biology

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.

Biology

3

BIO 401 : Senior Independent (Research)

Project to be arranged with faculty

Biology

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.

BIO 101/101L & BIO 102/102L

Biology

4

BIO 410 : Honors Project

Honors research in Biology. May be repeated for credit for up to 6 credits.

Biology

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.

BIO 101/101L, BIO 102/102L, CHM 111/111L, and CHM 112/112L

Biology

BIO 415L

4

BIO 420 : Environmental Law and Policy

Biology

3

BIO 427 : Internship in Biology

To be arranged with faculty.

Biology

3

BIO 450 : Seminar in Biology

Students analyze and critique, through discussion and writing, publications of current research topics. *Advising Note: This is a capstone course for students in the Department of Biology and Health Sciences programs. Formerly offered as BIO 320.*

Biology

3

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.

BIO 101 & BIO 102

Biology

3

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.

This course is restricted to students with less than 45 credits total.

Business Administration

3

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.

Business Administration

3

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.

Business Administration
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.

Business Administration
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.

Business Administration
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.

Business Administration
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).

Business Administration
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).

BUS-212 or LAW-205
Business Administration
3

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.

Business Administration
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.

Business Administration
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.

Business Administration
1

BUS 300 : Independent Study

To be arranged with faculty. Department chair approval required.

Business Administration
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.

Business Administration
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.

Business Administration
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.

BUS 205

Business Administration
3

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.

Completion of at least 45 credits , ACC 201, BUS 204, BUS 205 , BUS 212

Business Administration
3

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.

Business Administration
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.

BUS 204

Business Administration
3

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.

BUS 205

Business Administration
3

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.

ECO 215 or Statistics course
[Business Administration](#)
3

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.

BUS 204
[Business Administration](#)
3

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.

BUS 204 & BUS 205, a minimum of 57 earned credits
[Business Administration](#)
3

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.

ACC 201 & ACC 202
[Business Administration](#)
3
SCA Professional

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.

Completion of 54 credits
[Business Administration](#)
3

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.

Completion of 54 or more credits
[Business Administration](#)
3

BUS 330 : Play and Work

All work and no play makes Jack a dull boy, the old adage goes. But where does work end and play begin? What is the proper balance between them? This course is for students who have or have had careers and who wish to examine these and related questions about play and work. The class will consist of discussion of assigned readings as we think together about the economic, social, personal and spiritual dimensions of play and work.

[Business Administration](#)
3

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.

Business Administration

3

BUS 335 : Management Information Systems

Focusing on the role of managers within an organization, this course emphasizes the role of computer-based information systems to support an organization's objectives and strategic plans. The course includes core concepts and hands-on application projects to illustrate the strategic role of information systems in an organization.

Business Administration

3

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.

Business Administration

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.

BUS 205

Business Administration
3

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.

Business Administration
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.

BUS 205

Business Administration
3

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.

BUS 204

Business Administration
3

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.

Business Administration
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.

BUS 304

Business Administration
3

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. BUS 204 and a statistics course (ECO 215, MAT 220, or PSY 207)
Business Administration
3

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. BUS 205
Business Administration
3

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. BUS 324, BUS 325
Business Administration
3

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. BUS 227, BUS 229
Business Administration
1

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.

BUS 212
Business Administration
3

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.

BUS 362 or BUS 363

Business Administration

3

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.

Business Administration

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.

BUS 204 & BUS 205

Business Administration

3

Chemistry

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.

Chemistry

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.

Chemistry

CHM 103L

4

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. CHM 103 or CHM 111 or completion of one year of high school Chemistry with departmental approval

Chemistry

CHM 104L

4

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.

Chemistry

CHM 111L , CHM 111R

4

CHM 111L : General Chemistry I Lab

- This laboratory course accompanies CHM 111 lecture

Chemistry

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

Chemistry

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. CHM 111 or CHM 103

Chemistry

CHM 112L & CHM 112R

4

CHM 112L : General Chemistry II Lab

- This laboratory course accompanies CHM 112 lecture

Chemistry

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

Chemistry
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. The corequisite lab, offered separately as CHM 201L, focuses on experimental techniques and fundamental reaction mechanisms in organic chemistry.

CHM-103 or CHM-111

Chemistry
CHM 201L
4

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.

CHM 201
Chemistry
CHM 202L
4

CHM 205 : Chemical Analysis

An introduction to the fundamental principles and procedures of quantitative analytical chemistry. Laboratory includes titrimetric and instrumental methods.

CHM-112
Chemistry
3

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 distribution requirement. Note: prior knowledge of art and chemistry would be beneficial.

Chemistry
3

CHM 220 : Nutritional Biochemistry

The metabolism of proteins, carbohydrates, lipids, and nucleic acids will be discussed. The interrelationship of these pathways and control mechanisms will be emphasized. (Formerly called Introduction to Metabolism).

CHM-104 or CHM-201
Chemistry
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.

CHM-205, CHM-202, PHY-102, PHY-108

Chemistry
4

Students also enroll in CHM 302L.

CHM 303 : Biochemistry

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. CHM 205 is highly recommended as a pre- or corequisite.

CHM 201
Chemistry
3

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.

CHM-303

Chemistry

3

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.

Chemistry

CHM 303

1.5

CHM 305 : Physical Chemistry I

The study of the laws and principles of thermodynamics is undertaken with applications directed toward chemical systems.

CHM-112, MAT-201, PHY-108

Chemistry

CHM 305L

3

CHM 305L : Physical Chemistry I Lab

Chemistry

CHM 305

1.5

CHM 306 : Physical Chemistry II

This is a study of chemical kinetics and an introduction to quantum mechanics.

CHM-305, MAT-202

Chemistry

3

CHM 308 : Internship in Forensic Science

This course may be taken up to two times for a maximum of six total credits.

Chemistry

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.

Chemistry

CHM 112

3

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)

BIO-102, CHM-202, CHM-205, CRJ-105 or CRM-111

Chemistry

CHM-340L

4

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.

CHM-202

Chemistry

3

CHM 404 : Inorganic Chemistry

This course covers energetics of inorganic reactions, chemical bonding, acid-base theories, and coordination chemistry.

Chemistry

CHM-306

4

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.

CHM-202

Chemistry

CHM-404

1

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.

CHM-202

Chemistry

1

CHM 407 : Research Project

This unifying experience in chemistry includes a literature search, laboratory project, written report, and oral seminar presentation of results.

Completion of 87 credits

Chemistry

3

CHM 408 : Research Project

This unifying experience in chemistry includes a literature search, laboratory project, written report, and oral presentation of results.

Completion of 87 credits

Chemistry

3

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.

Chinese

3

RSC General Education Breadth: Humanities - Literature and Language

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.

CHN-101

Chinese

3

RSC General Education Breadth: Humanities - Literature and Language

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.

Communications

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.

Communications

3

COM 215 : Publishing for Print & Web

Communications

3

COM 248 : Special Topics

The department occasionally offers special courses in communications dealing with areas and topics not otherwise included in the curriculum.

Communications

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.

Communications

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.

Communications

3

Computer Science

CSI 150 : Advanced Computer Literacy

An advanced course in computer applications using a graphical user interface (MS Office). Advanced topics covered include word processing, spreadsheets, graphics, database management, presentation graphics, and web page design application software. This course will assist the student in preparing for MOUS core-level certification.

Computer Science

3

CSI 210 : Workstation Arch/Support

This course covers the theory of the components that make up a PC workstation, including network connectivity. As part of the course, a complete PC will be built from parts. Operating Systems (such as Windows) will be installed and configured, with a network interface. Various systems files will be looked at, including the Windows Registry. Application, virus protection software programs will be installed and configured. Students will research a topic in technology and provide a presentation to the class; and write a term paper describing an upgrade strategy for a given PC configuration. This course will assist the student in preparing for the A+ Certification Exams.

Computer Science

3

CSI 215 : Systems Analysis and Design

This course reviews and applies the life cycle of systems development methodologies including initial investigation, feasibility studies, systems analysis, systems design, technical design program specifications, and implementation planning. Students will be required to prepare both written and oral presentations on systems under development and also to document systems development projects on a cumulative basis. Methodologies to be covered include problem definition, data collection, definition of new systems requirements, algorithm development, systems flowcharting, structure charts, Warnier-Orr diagrams, and pseudocode. Attention will also be given to appreciation of distributed processing concerns and consideration, including network systems involving mainframes, minicomputers, and microcomputers.

CSI 226

Computer Science

3

CSI 221 : Linux for Network Admin

Introduction to LINUX system management giving a thorough grounding in the essential LINUX operating model. Students gain hands-on experience in installing and configuring system and application software, setting up and using LINUX-based network resources, and establishing a working environment that is convenient for users. Methods for increasing productivity using automation and scripting are explored.

Computer Science

3

CSI 225 : Assembler Language and Computer Organization

Computer Science

3

CSI 226 : Object Oriented Design

The first half of a two semester introduction for computer science majors focusing on the concepts of object-oriented design and programming; including classes, objects, and basic program control statements. Using the programming language, Java, students are introduced to principles of software design and coding. Suggested Preparations: Computer competency and completion of an algebra course.

Computer Science

3

CSI 227 : Object Oriented Programming

This course continues the exploration of fundamental concepts of object-oriented design and programming using the Java language. Students are introduced to the principles of basic data structures, elementary file input/output and exception handling and advanced Graphical User Interfaces.

Computer Science

CSI 226

3

CSI 261 : VB.NET

This course serves as an introduction to the family of visual languages through Visual BASIC and the programming practices that are unique to them. In particular students will study in some detail the process of applications development, particularly as relates to GUI construction. This course will reflect both programming techniques for standalone software applications, but also include discussions of web-based applications.

Computer Science

CSI 227

3

CSI 263 : Web Site Development

The study of HTML, JavaScript, DHTML and XML Documents developing web applications. Students will learn how to develop and maintain web sites and their web page content.

Computer Science

CSI 226

3

CSI 265 : Database Applications I

The continuing study of database operations and development, focusing in particular on advanced programming of the Access database system.

Computer Science

CSI 226

3

CSI 276 : Data Comm/Networking I

The fundamentals of data communications and networking. This course is an exploration of the first four layers of the OSI model. Topics include TCP/IP, Ethernet and the basics of routing.

Computer Science

CSI 226

3

CSI 301 : Database Applications II

An advanced course in database implementation and use of the Oracle database application, a study of relational database concepts and an introduction to SQL.

CSI-265

Computer Science

3

CSI 315 : C# Programming

This is an advanced programming course designed for students who have mastered at least one other programming language. Students will use the Microsoft Visual Studio .Net environment to create Windows programs with a Windows graphical user interface in the .Net environment.

One other programming course

Computer Science

3

CSI 326 : Data Structures

An introductory look at the concept of data structures, their implementation, their simulation and their applications in problem solving, including a rigorous re-evaluation of vectors, matrices and strings, and the introduction of stacks, queues, de-queues, linked lists, and trees. The course language will be C++ with an emphasis on recursion and dynamic storage allocation.

CSI 227 , MAT 209

Computer Science

3

CSI 349 : Machine Structures

This course examines the machine language and binary circuit levels of computers. It includes examination of a variety of instruction formats including assembler, machine language, Register Transfer Language and binary micro-operations.

CSI 221 , MAT 209

Computer Science

3

CSI 407 : Computer Science Internship

An applications oriented work experience in a non-academic setting in computer science, this course is open to junior and senior computer science and computer science management majors only.

Computer Science

CSI 438 : Technology and Culture

A humanities oriented discussion of the relationship between culture and technology and how technology affects the evolutionary and reactive process of culture change. Students are strongly encouraged to take ITD 110 Information Literacy in preparation for taking this course.

Second semester junior or senior, 54 Credits

Computer Science

3

CSI 485 : Applied CIS Internship/Sen Proj

In the final year the student will gain practical experience and begin to build a network of professionals in the discipline through the internship program at Sage.

Computer Science

Creative Arts in Therapy

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. (Formerly ART 202, AFA 202) [RSC-GenEd-Breadth-2016: Humanities-Fine & Performing Arts]

Creative Arts in Therapy

3

CAT 200 : Independent Study

Only available through special arrangements with faculty.

[Creative Arts in Therapy](#)

CAT 201 : Introduction to Creative Arts in Therapy: Grief and Creative Healing

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.

[Creative Arts in Therapy](#)

3

CAT 203 : Introduction to Child Life Specialty

This is an introductory course for the Child Life Specialist Concentration in the Creative Arts in Therapy Program. Child life specialists promote effective coping through play, preparation, education, and self-expression activities. They provide emotional support for families, and encourage optimum development of children facing a broad range of challenging experiences, particularly those related to healthcare and hospitalization. This course will cover the history of the Child Life, scope of practice, as well as those areas of child and family development and care that are unique to this profession.

[Creative Arts in Therapy](#)

3

CAT 207 : Practicum I: Creative Arts in Therapy with the 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.

[Creative Arts in Therapy](#)

3

Open only to Creative Arts Therapy majors.

CAT 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.

[Creative Arts in Therapy](#)

3

CAT 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.

[Creative Arts in Therapy](#)

3

CAT 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.

[Creative Arts in Therapy](#)

3

CAT 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.

[Creative Arts in Therapy](#)

3

CAT 248 : Topics in Creative Arts in Therapy

[Creative Arts in Therapy](#)

3

CAT 300 : Independent Study

to be arranged with faculty

[Creative Arts in Therapy](#)

CAT 307 : Practicum II: Creative Arts in Therapy in Groups

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.

Creative Arts in Therapy

3

Open only to CAT majors.

CAT 330 : Seminar I: Child Development and Creative 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. (Formerly called CAT 441 - Seminar II: Development and Creative Arts) CAT-207

Creative Arts in Therapy

3

CAT 407 : Creative Arts in Therapy Integrated Experience

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 internship must have demonstrated the necessary preparation and professionalism. Minimum GPA of 3.000 in the major

Creative Arts in Therapy

3

Open to CAT majors with senior standing only.

CAT 425 : Child Life Internship

Field experience in an allied health facility is undertaken with the supervision of a Child Life Specialist. At least 480 contact hours are required. Students who register for this internship must have demonstrated the necessary preparation and professionalism. Prerequisite(s): Minimum GPA of 3.0 in the major.

Open to CAT majors with senior standing only.

Creative Arts in Therapy

1

CAT 430 : Seminar II: Elements of Therapeutic Flow

This seminar focuses on the comprehension and integration of psychotherapeutic concepts and paradigms within a creative arts orientation. Topics for discussion include the role of creativity, symbolism, imagery, emotion and metaphor within a therapeutic context. (Formerly called CAT 341: Seminar I: Elements of Therapeutic Flow) CAT majors with Junior standing

Creative Arts in Therapy

3

CAT 442 : Seminar III: Family Creative Arts in 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.

CAT-441

Creative Arts in Therapy

3

CAT 449 : Independent Study

To be arranged with faculty.

Creative Arts in Therapy

Criminal Justice

CRM 105 : Introduction to Criminal Justice

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. (Formerly CRJ/SOC 111)

Criminal Justice

4

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. (Also SOC-111). Students cannot get credit for both SOC/CRM-111 and SOC/CRM-105.

Criminal Justice

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.

Criminal Justice

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.

Criminal Justice

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.

Criminal Justice

3

RSC General Education Breadth:
Social and Behavioral Sciences

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.

Criminal Justice

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.

Criminal Justice

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.

Criminal Justice

3

CRM 248 : Special Topics in Criminal Justice

Criminal Justice

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.

Criminal Justice

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.

Criminal Justice

3

CRM 301 : Drugs and Crime

Drugs and crime is a special topics course that covers the controversial nature of licit and illicit substances and their impact on individuals and society. The course includes a discussion of the history of drugs and drug users, the correlation between drugs, violence, and crime, drugs as a public health issue, the art on drugs, and other drug policy issues.

Criminal Justice

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.

Criminal Justice

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.

SOC-101 or CRM-111

Criminal Justice

3

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.

CRM 111 or SOC 101

Criminal Justice

3

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.

SOC-101 or CRM-111

Criminal Justice

3

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: POL-319, SOC-319, WST-319)

Criminal Justice

3

RSC General Education Breadth: Social and Behavioral Sciences

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.

Criminal Justice

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.

Criminal Justice

3

Cross-listed with PSY 340 and WST 329

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.

Criminal Justice

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.

Criminal Justice

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.

Criminal Justice

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.

Criminal Justice

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.

Criminal Justice

3

CRM 348 : Special Topics

Contemporary issues in criminal justice are examined. Students may enroll in this course more than once as topics change. 3 credits.

Criminal Justice

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.

Criminal Justice

3

Cyber Security

CST 201 : Introduction to Cyber Security

This course recognizing that cyber threats against individuals, governments, and businesses are continually taking on newer, more complex, and more dangerous forms, will provide an introduction to the range of disciplines that are fundamental to protecting cyber assets in the modern world. This course will also provide an introduction to the various technical and non-technical skills that are foundational in any cyber security career.

ITC 201

Cyber Security

3

CST 205 : Cyber Crime Investigation

This course explores methods and techniques used in investigating cybercrime. It also explores 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, cyber bullying and cyber stalking.

CST-201

Cyber Security

3

CST 301 : Incident Analysis & Response

This course provides students with both a practical and conceptual background and understanding about the key considerations in computer security. Methods to identify vulnerabilities within computer networks and the countermeasures that mitigate risks and damages will also be addressed.

CST-201

Cyber Security

3

CST 305 : Cyber Security Implementation

This course provides a comprehensive guide to software security, ranging from secure coding to rigorous processes and practices for managing system and software lifecycle operations. A comprehensive software lifecycle, covering all elements, activities, and practices encompassed by the universally accepted ISO/IEEE 12207-2008 standard will be discussed.

CST-201

Cyber Security

3

CST 401 : National Cyber Security Policy & Law

This course will investigate the laws and policies dealing with cyber-crime, cyber warfare, privacy and international perspectives. In addition, an in-depth look at the National Security Act, the United States Cyber Security Electronic Security Act, the Cyber Security Enhancement Act, the Protecting Cyber Security as a National Asset Act, the Communications Assistance for Law Enforcement Act, cyber-crime laws, international cyber-crime laws and other current laws and policies will be reviewed and discussed.

CST-201

Cyber Security

3

CST 404 : Cyber Security Capstone Project

An applications oriented work experience in a non-academic setting in information technology. This course is open to junior and information technology majors only. During the course of the internship, the student should gain new insights, knowledge, and experience and skill particularly in cyber-security.

Completion of 12 credits in ITC or CST; Minimum GPA 2.2;

Cyber Security

3

CST 405 : Strategies in Cyber Security

This course provides a solid foundation in network security fundamentals, but assumes familiarity with basic concepts. This course focuses on how to protect a range of different operating systems against attacks, how to develop more effective security strategies, and how to handle emergencies. Case projects and hands-on projects help students practice their new skills and expose them to the day-to-day duties of a security professional.

CST-201

Cyber Security

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.

Dance

3

RSC General Education Breadth: Humanities - Fine and Performing Arts

DAN 200 : Independent Study

to be arranged with faculty

Dance

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.

Dance

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.

Dance

3

RSC General Education Breadth: Humanities - Fine and Performing Arts; RSC General Education Breadth: Humanities - History

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 Feldenraiss, Pilates, and Yoga.

Dance

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.

Dance

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.

Dance

3

RSC General Education Breadth: Humanities - Fine and Performing Arts

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.

Dance

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.

Dance

3

RSC General Education Breadth: Humanities - Fine and Performing Arts

DAN 248 : Special Topic

The department occasionally offers special topics courses dealing with areas and topics not otherwise included in the curriculum.

Dance

1

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.

Dance

3

RSC General Education Breadth:
Humanities - Fine and Performing
Arts

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.

Dance

3

DAN 300 : Independent Study

To be arranged with faculty.

Dance

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.

Dance

3

RSC General Education Breadth:
Humanities - Fine and Performing
Arts

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.

Dance

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.

Dance

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.

Dance

3

RSC General Education Breadth: Humanities - Fine and Performing Arts

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.

Dance

3

RSC General Education Breadth: Humanities - Fine and Performing Arts

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.

Dance

3

DAN 400 : Independent Study

To be arranged with faculty.

Dance

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.

Dance

3

RSC General Education Breadth: Humanities - Fine and Performing Arts

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.

Dance

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.

Dance

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.

Dance

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.

Economics

3

RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Social and Behavioral Sciences

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.

Economics

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.

Economics

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.

Economics

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.

ECO 201 or ECO 202

Economics

3

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.

ECO-201

Economics

3

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

ENG 101, WLD 101 OR HUM 112

Economics

3

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.

Economics

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)

Economics

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.

Economics

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.

The motto of Russell Sage College, "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. 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 collaborate and team with other professionals in developing and implementing strategies to accommodate diverse learners; and 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.

National Accreditation

The School of Education received National Council for the Accreditation of Teacher Education (NCATE) accreditation in October 2001. Why does NCATE matter? (1) From a student's perspective, NCATE accreditation means that you will graduate from a program in Education that meets the highest standards in the field. You should make sure to note NCATE accreditation on your resume and be prepared to talk about the significance of this designation. (2) Few colleges and universities can claim this recognition. In New York State we are one of a small number of institutions accredited by NCATE. Across the nation, only 200 private colleges can claim NCATE accreditation. It is prestigious and difficult to achieve. (3) If you are applying for certification in other states, graduating from our NCATE programs will facilitate your receiving licensure in another state. (4) NCATE has helped us to articulate what qualities a Sage educator/counselor possesses. Our tenets – belief in full inclusion, valuing diversity, knowledge about best practices and reflection – will hold you in good stead as teachers/counselors and help you, we believe, articulate and distinguish your strengths in these broad areas. (5) Many of the portfolio assessments and documentation of pupils' learning are similar to tasks required for National Board Certification; we believe that NCATE has helped us to prepare better graduates who are able to help their students reach high standards. As you go

forth in your career, we hope that you will find the kinds of experiences you received at Sage helpful as you seek to improve your professionalism.

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.

Education

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.

EDU-201 or PSY-101

Education

3

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.

Education

EDU 201

EDU 201

3

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.

EDU 201 & EDU 206

Education

4

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.

EDU 206/PSY 206, EDU 306, , EDU 309

Education

EDU-307

2

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.

EDU 201 & EDU 206

Education

4

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.

EDU 201 & EDU 206

Education

3

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.

EDU 309 , EDU 306

Education

EDU 307

3

EDU 348 : Topics in Education

The department occasionally offers special topics courses covering areas and topics not otherwise included in the curriculum.

Education

1
-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. 25 practicum hours are required. EDU 201, EDU 206, and EDU 252

Education

3

EDU 400 : Independent Study

To be arranged with faculty.

Education

EDU 401 : Student Teaching Pre-K-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. 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

Education

6

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. 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

Education

6

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. EDU 307, EDU 312, EDU 313, EDU 314, EDU 315, EDU 319, and EDU 337

Education

6

EDU 406 : Middle School Student Teaching

Student teaching consists of supervised practice teaching in grades 7 and or 8 with coordinated academic responsibilities.

EDU-307, EDU-312, EDU-313, EDU-314, EDU-315, EDU-319, EDU-337

Education

6

EDU 410 : Literacy in the Middle School

Education

3

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.

EDU 201, EDU 206, EDU 252, EDU 314, EDU 337, & EDU 352

Education

4

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).

Education

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.

Education

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.

Education

3

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.

English

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.

English

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.

English

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.

English

4

RSC General Education Breadth:
Humanities - Literature and
Language

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.

English

3

RSC General Education Breadth: Humanities - Literature and Language

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.

English

3

RSC General Education Breadth: Humanities - Literature and Language

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.

English

3

RSC General Education Breadth: Humanities - Literature and Language

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.

English

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.

English

3

RSC General Education Breadth: Humanities - Literature and Language

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.

English

3

RSC General Education Breadth: Humanities - Literature and Language

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.

English

3

RSC General Education Breadth: Humanities - Literature and Language

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.

English

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.

English

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.

English

3

RSC General Education Breadth: Humanities - Literature and Language

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.

English

3

RSC General Education Breadth: Humanities - Literature and Language

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.

English

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.

English

3

RSC General Education Breadth: Humanities - Literature and Language

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 231 and wish to take an additional semester of Creative Writing.

English

ENG 231

3

RSC General Education Breadth: Humanities - Literature and Language

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.

ENG 101 or HUM 112 or WLD 101

English

3

RSC General Education Breadth: Humanities - Literature and Language

ENG 235 : Intro to Technical Writing

English

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.

English

1.5

ENG 241 : Poetry

English

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.

English

3

ENG 249 : Women in Literature

English

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.

English

3

ENG 260 : Writing in Law & Society and Beyond

English

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.

English

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.

English

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.

English

3

RSC General Education Breadth: Humanities - Literature and Language

ENG 267 : Honors III-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.

English

3

RSC General Education Breadth: Humanities - Literature and Language

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.

English

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.

English

3

RSC General Education Breadth: Humanities - Literature and Language; cross listed with SPA 270, cross listed with WST 270

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.

English

2

ENG 300 : Independent Study

To be arranged with faculty.

English

ENG 303 : Romantic Literature

This course examines English literature of the late 18th and early 19th centuries from both historical and critical points of view.

English

3

ENG 304 : Victorian Literature

A survey of the drama, poetry, and prose of British Victorian writers (c. 1830-1900).

English

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.

English

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.

English

3

Also listed as THR-212; RSC General Education Breadth: Humanities - Fine and Performing Arts

ENG 309 : Major Writers

This seminar course offers a sustained study of a single writer's oeuvre (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.

ENG 190

English

4

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.

English

3

ENG 314 : Arthurian Romance

This course examines the development of the legend of Arthur and his knights, from its origin to the present.

English

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.

English

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

English

3

RSC General Education Breadth: Humanities - Literature and Language

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.

English

3

ENG 330 : Creative Nonfiction

English

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.

English

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.

English

3

ENG 338 : Modern American Novel

A study of the American novel from post-World War I to present.

English

3

ENG 341 : Modern Poetry

A survey of British and American poetry of this century with an emphasis on contemporary writers.

English

3

RSC General Education Breadth: Humanities - Literature and Language

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
ENG 101 or HUM 112 or WLD 101

English

3

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.

English
3

ENG 400 : Independent Study

To be arranged with faculty.

English

ENG 401 : Shakespeare

This course explores a number of plays from the career of the most important English dramatist.

English
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.

English
4

ENG 410 : Honors Project

To be arranged with faculty.

English
3

ENG 414 : Chaucer

This course will feature the outstanding works of the first major English poet, including *Troilus and the Canterbury Tales*.
ENG 201 or ENG 234

English
3

ENG 427 : English Internship

To be arranged with faculty.

English
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.

English
3

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.

French
3

RSC General Education Breadth:
Humanities - Literature and
Language

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.

FRE 101, one semester college or two years high school French
French
3

RSC General Education Breadth:
Humanities - Literature and Language

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.

FRE-102; or, two semesters college or three years high school French
French
3

RSC General Education Breadth:
Humanities - Literature and Language

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.

FRE-201; or, three semesters college or four years high school French
French
3

RSC General Education Breadth:
Humanities - Literature and Language

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.

German

3

RSC General Education Breadth: Humanities - Literature and Language

Globalization

GLO 101 : Introduction to Globalization

The single most obvious phenomenon of the emerging 21st century is the unprecedented degree to which the communities of the world are becoming integrated. This course offers an introduction to the creation and evolution of our increasingly integrated world and explores how the lives of people throughout the globe are likely to be impacted.

Globalization

3

GLO 201 : The Quebec Experience

Taking advantage of the Canadian province of Quebec's proximity as a nearby non-English speaking region, this course consists of a one week study tour of Montreal and Quebec City with a focus on how Canada is dealing with the challenge of globalization.

Globalization

1

GLO 401 : Globalization Seminar

This capstone course required of the International and Globalization Studies major focuses each year on a major theme of the emerging globalization process impacting our planet. During the course of this seminar each student will write and present on the results of her research into each year's pre-selected theme.

GLO-101 , junior status

Globalization

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.

GMD 217 & GMD 220

Graphic + Media Design

3

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.

GMD 217 & GMD 220

Graphic + Media Design

3

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.

GMD 201 & GMD 203

Graphic + Media Design

3

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.

Graphic + Media Design

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.

GMD 201

Graphic + Media Design

3

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.

Graphic + Media Design

3

GMD 225 : Time Arts

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.

Graphic + Media Design

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.

Graphic + Media Design

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.

GMD 201, GMD 217, GMD 218 & GMD 220

Graphic + Media Design

3

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.

GMD 301

Graphic + Media Design

3

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.

GMD 217

Graphic + Media Design

3

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.

GMD 305

Graphic + Media Design
3

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.

GMD 311

Graphic + Media Design
3

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.

GMD 307, GMD 311

Graphic + Media Design
GMD 311
3

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.

GMD Majors only

Graphic + Media Design
3

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.

Graphic + Media Design
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.

GMD 218

Graphic + Media Design
3

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.

AEM 101 & GMD 217

Graphic + Media Design
3

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.

AEM 101 & GMD 217

Graphic + Media Design
3

GMD 322 : Animation I

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.

GMD 217, GMD 220, GMD 225

Graphic + Media Design

3

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.

Graphic + Media Design

3

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.

GMD 305

Graphic + Media Design

GMD 305

3

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.

GMD majors only with 87 or more completed credits

Graphic + Media Design

3

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.

GMD 405

Graphic + Media Design

3

GMD 415 : Animation II

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.

GMD 322

Graphic + Media Design

3

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.

Graphic + Media Design

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.

Graphic + Media Design

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.

Graphic + Media Design

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 and 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 or by permission of the Health Sciences Program Director.

Health Sciences

2

HSC 206 : Cultural Perspectives of Health, Disability and Wellness

This course explores the powerful influence a wide variety of cultural characteristics can have on the health and wellness of individuals, families, groups and communities. Students build cultural competence by developing self-awareness, identifying biases and examining health-related values, beliefs and behaviors. Determinants for physical, social, emotional, cognitive, spiritual and occupational health are analyzed along with a variety of obstacles that can affect the quality of healthcare, challenge therapeutic relationships and increase risk for illness, activity limitations, participation restrictions and health disparities.

Health Sciences

3

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.]

Health Sciences

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.

Health Sciences

3

HSC 301 : Pharmacology

The focus of this course to enhance students' critical thinking abilities within a pharmacological framework. Students explore the pharmacokinetics and pharmacodynamics properties of common drug classifications and their prototypes (subtypes as indicated) within a physiological and pathophysiological base. References to chemistry and microbiology are made for specific classifications. Theory and trends relevant to socioeconomic concerns, cultural diversity, legal issues, and physiological age related changes are integrated within the pharmacological principals. BIO 117, BIO 201, BIO 202, BIO 304, or BIO 306

Health Sciences

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. Restricted to HSC and PBH majors with junior status or by permission of the Health Sciences Program Director. *Advising Note: This course was formerly offered as HSC-206.*

Health Sciences

3

RSC General Education Breadth:
Social and Behavioral Sciences

HSC 400 : Independent Study

Health Sciences

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.

Health Sciences

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.]*

Health Science Majors Only

Health Sciences

3

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.

SCI-310

Health Sciences

HSC 415L

4

Students also enroll in lab section 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.

MAT-220 or PSY-207

Health Sciences

3

History

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.

History

3

RSC General Education Breadth: Humanities - History

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.

History

3

RSC General Education Breadth: Humanities - History

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.

History

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.

History

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.

History

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.

History

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.

History

3

RSC General Education Breadth: Humanities - History

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.

History

3

RSC General Education Breadth: Humanities - History

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.

History

RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Social and Behavioral Sciences

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.

History

3

RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Social and Behavioral Sciences

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.

History

3

RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Social and Behavioral Sciences

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.

History

3

RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Natural and Physical Sciences

HST 200 : Independent Study

to be arranged with faculty.

History

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.

History

3

Also POL-208; RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Social and Behavioral Sciences

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.

History

3

RSC General Education Breadth: Humanities - History

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.

History

3

HST 218 : Russia and East Europe

(Also POL 238)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.

History

3

RSC General Education Breadth: Humanities - History

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.

History

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.

History

3

RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Social and Behavioral Sciences

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. (Note: this course is cross-listed with POL 229.)

History

3

RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Social and Behavioral Sciences

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.

History

3

RSC General Education Breadth: Social and Behavioral Sciences; RSC General Education Breadth: Humanities - Elective

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.

History

3

RSC General Education Breadth: Humanities - History

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.

History

3

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.

History

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.

History

3

RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Social and Behavioral Sciences

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.

History

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.

History

3

RSC General Education Breadth:
Humanities - History

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.

History

3

RSC General Education Breadth:
Humanities - History; RSC
General Education Breadth:
Social and Behavioral Sciences

HST 248 : Topics in History

The department occasionally offers special courses in history dealing with areas and topics not otherwise included in the curriculum.

History

1

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.

History

3

RSC General Education Breadth:
Humanities - History

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.

History

3

HST 300 : Independent Study

Independent study course to be arranged with faculty. Permission of department chair required.

History

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.

History

3

RSC General Education Breadth:
Humanities - History

HST 313 : Rise to Globalism

History

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)

History

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.

History

3

RSC General Education Breadth:
Humanities - History

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 anti-Semitism, 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 this course, may not also take HIS 234 for credit due to content overlap.

History

3

RSC General Education Breadth:
Humanities - History

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.

History

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.

History

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.

Sophomore standing with six or more credit hours of history; or permission of the instructor

History

1

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.

History

3

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.

History

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.

History

HST 232

1

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.

History

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 1776. 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)

History

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).

SOC 101

History

3

HST 336 : U.S. Foreign Policy

American isolationism is a myth. Learn 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.

History

3

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.

Sophomore standing with six or more credit hours of history, or permission of the instructor

History

1

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.

History

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.) Prerequisites: ENG 101 or HUM 112 or WLD 101
ENG 101 or HUM 112 or WLD 101

History

3

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.

History

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

ENG 101 or HUM 112 or WLD 101

History

3

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.

History

1

HST 350 : The City in the Americas

History

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.

History

3

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.

History

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.

History

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 republicanism. How did the Civil War change the meaning of liberty, freedom and republicanism.

History

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.

History

1

HST 400 : Independent Study

To be arranged with faculty.

History

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.

History

4

HST 410 : Honors Project

to be arranged with faculty

History

3

Humanities

HUM 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. Humanities 100: Engage and Communicate is designed primarily for entering and developing writers. Students who enroll in this course may earn 3 HUM credits to be applied to distribution requirements in the General Education Program.

Humanities

3

Permission of the Office of Academic Advising is required for enrollment in HUM 100. Students who have completed ENG 101, HUM 111, HUM 112, WRT 101, or WRT 201, cannot take HUM 100 for credit.

HUM 111 : HS I: Language and the Self

Humanities Seminar I: Language and the Self emphasizes critical reading, writing, and thinking. The course is designed to engage students in a high level of intellectual discourse and to encourage students to explore ideas freely in a small group setting, as they enhance their critical reading, writing, and thinking. Using the general topic of Language and the Self students will study the ways in which language shapes the life of the individual. Each section of the course may adopt a specific title which reflects a particular aspect of the language and self theme. Students will compile a portfolio of their written work in the course for a final assessment. Humanities Seminar I: 'Language and the Self' is designed primarily for entering students. Placement in this course is determined by a student's past academic record and by a reading-writing assessment conducted at the beginning of the course. By earning a final grade of C- or better in this course the student will meet the C- minimum grade prerequisite to enroll in HUM 112 the English language composition course required for graduation.

Humanities

3

HUM 112 : HS II: Lang and Comm

Language and Community emphasizes critical reading, writing, and thinking. This course is designed to engage students in substantial intellectual abstraction and discourse.

Working in a small group setting, students take responsibility for exploring ideas and refining their critical reading, writing, and thinking skills. Using the general topic 'Language and the Community,' students consider the ways in which language both reflects and shapes life and thought within perceived communities. Individual course sections may adopt titles that reflect the specific communities emphasized and materials used in exploring the general topic of 'Language and Community.' Students will compile a portfolio of their written work in the course for final assessment.

Humanities

3

Equivalent to WRT 101

HUM 113 : HS III: Lang and Human Exp

Language and Human Experience emphasizes critical reading, writing, and thinking. The course is designed to engage students in a high level of intellectual discourse and to encourage students to explore ideas freely in a small group setting as they enhance their reading, writing, and thinking skills. Using the general topic of 'Language and Human Experience,' students will study the way language shapes and reflects human experience. For example, issues the course may address include the power of language to form and perpetuate memory, and the value of the human experience in the context of political and cultural history. Topics for discussion may come from works that range from philosophical texts to highly imaginative, symbolic, and metaphorical works. Each section of the course may adopt a specific title which reflects a particular aspect of the 'language and human experience' theme. Students will complete a portfolio of their written work in the course for final assessment. Humanities Seminar III is a required course for some programs and is designed for students who have successfully completed Humanities Seminar II or an equivalent course with a grade of C- or better. Humanities Seminar III is recommended for all students who would like to continue to honor their critical reading and writing skills, regardless of program or career choice.

A final grade of C- or better in HUM 112

Humanities

3

Equivalent to WRT 201

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.

Humanities

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.

Humanities

3

RSC General Education Breadth: Humanities - Elective

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.

Humanities

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.

Humanities

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.

Humanities

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.

Humanities

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'Keefe.

Humanities

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.

Humanities

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.

Humanities

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.

Humanities

HUM 112

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.

Humanities

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. Completion of 54 or more credits

Humanities

3

HUM 348 : Special Topics

Special topics of current interest in the humanities are examined. Credits 1-3.

Humanities

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.

Completion of 87 or more credits

Humanities

3

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. Restricted to HSC majors with junior status or by permission of the Health Sciences Program Director.

Humanities

3

RSC General Education Breadth:
Humanities - Elective

Information Technology

**ITC 101 : Information
Technology Fundamentals**

This course provides both a practical and conceptual background in Information Technology fundamentals. The course is designed to cover pervasive themes in IT organization issues and history of IT, IT and its related informing, disciplines, application domains, computer math, and other IT topics. The course is designed to provide learners a solid foundation of information technology and computer systems and how they affect everyday life. Moreover, the course gives the students a classic introduction to computer concepts with a particular emphasis on industry insight and societal issues.

Information Technology

3

ITC 201 : Information Tech Hardware & Software

This course provides both a practical and, conceptual background and understanding about the structure of the complete system (CPU, memory, buses and peripherals) and reinforces that core content with an emphasis on divergent examples. This approach to computer architecture is an effective arrangement that provides sufficient detail at the logic and organizational levels appropriate for EE/ECE departments as well as for Computer Science readers. The text goes well beyond the minimal curriculum coverage and introduces topics that are important to anyone involved with computer architecture in a way that is both thought provoking and interesting to all.

ITC 101; For SageOnline degree students only

Information Technology
3

ITC 203 : Computer Security Fundamentals

This course introduces the principles of computer security. Topics include theory and practice of network security, firewalls, Windows, UNIX and TCP/IP network security. Security auditing, attacks, viruses, intrusion detection and threat analysis will also be covered. ITC 201; For SageOnline degree students only

Information Technology
3

ITC 205 : Data Communications & Networking Essentials

This course is designed to convey the essentials of data communication networks. Major topics include layered network architectures, TCP/IP model, link layer error and flow control mechanisms, packet switching, wired/wireless local and wide area networks. We will also discuss important network management topics such as domain management and security.

Information Technology
3

ITC 207 : Fundamentals of System Administration

This course will provide the knowledge and hands-on skills necessary to manage a Local Area Network (LAN) and its resources. Topics covered include directory services, server management, file and print services, and user/client administration in a heterogeneous operating system environment. Students will setup and manage a fully functioning computer network of systems. Through hands-on assignments students also deal with challenges designed to help them create, customize and grow their own IT toolbox.

ITC 201; For SageOnline degree students only

Information Technology
3

ITC 209 : Web Applications Development

ITC-209 is a hands-on course for developing web sites with various software applications, a markup language, digital images and web programming (JavaScript & PHP). This course will also cover HTML5, CSS3, Macromedia Dreamweaver and Macromedia FLASH. We will explore web programming concepts with Perl and CGI. Throughout the course we will consider issues related to project planning, information systems architecture, usability, content development and accessibility. All web pages designed in this class will meet W3C guidelines for web compliance and must validate XHTML and CSS according to the W3C Markup Validation Service.

Information Technology
3

ITC 211 : Principles of Programming

The notion of "object" directs the discipline of programming presented in this course. The C# serves as the medium through which key ideas are introduced. The "smaller" issues of message passing and control flow are presented, as are the "larger" issues of abstraction, encapsulation, and hierarchy. Variables and typing, procedures and parameters are discussed. Functionality provided in specific java packages is employed. Standard algorithms are presented. Problem solving strategies are articulated and exploited.

Information Technology
3

ITC 301 : Operating Systems & Architecture

This course provides both a practical and conceptual background in understanding the Operating Systems. It is designed as an introduction to operating systems. It is intended for students with a basic background in computing systems. The first portion of the course presents the basic concepts of operating systems, which are platform independent. The second portion of the course covers specific issues with four operating systems in widespread use today. ITC 201; For SageOnline degree students only

Information Technology
3

ITC 303 : Database Design, Management & Applications

This course will examine basic principles of data and databases with an emphasis on relational database modeling. Topics such as database design, creation, maintenance, user interface and SQL queries will be presented from an end-user perspective.

Information Technology
ITC 201
3

ITC 305 : Systems Analysis & Design Methods

This course systematically describes the entire life cycle needed to create an information system, including aspects such as system architecture, requirements analysis, interface design, output design and project management issues. This class focuses on both theory and methods of systems analysis as applied to business environment. It is intended to give students a solid foundation in information systems design and analysis using an object-oriented approach. This approach is widely accepted in the information industry and academic environments. The text integrates case studies to present and apply the concepts of the analysis of information systems most commonly used in business applications.

Information Technology
ITC 201
3

ITC 401 : Project Management

This course provides both a practical and conceptual background in Project Management. It explores the standards and principles of project management, system development life cycle (SDLC) and project life cycle to enhance skills in scope, quality, budget and timeline management. It will also offer the students the skill needed to use of project management software to design project schedules, using bar charts, PERT and critical path method.

Information Technology
ITC 305
3

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.

Interdisciplinary Studies
1

ITD 155 : Sage Connections

This team-taught, first-year course is all about making connections - with other students, between the student and the broader Sage College of Albany community, between curricular and co-curricular areas of the College, and among academic disciplines/areas. By creating connections within these environments, student learning will be enhanced and deepened, ultimately fostering integrative learning, an essential skill in education and the workplace. This course will address and measure the following "Literacies of Connections:" financial literacy, values literacy, health and wellness literacy, and technology literacy. Freshmen and transfer students with less than 21 credits are required to complete this course in their first year.

Interdisciplinary Studies

3

ITD 248 : Special Topics in Interdisciplinary Studies

Interdisciplinary Studies

ITD 301 : Alternative Dispute 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. Completion of 54 or more credits

Interdisciplinary Studies

3

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.

Interdisciplinary Studies

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.

Interdisciplinary Studies

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.

Interdisciplinary Studies

3

ITD 348 : Interdisciplinary Topics

This interdisciplinary seminar course focuses on special topics. Topics change from term to term.

Interdisciplinary Studies

3

ITD 352 : Tragedy Tonight, Comedy Tomorrow

The course looks at the interaction between film, history, and politics with an emphasis on what films tell 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.

Interdisciplinary Studies

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.

Interdisciplinary Studies

3

ITD 356 : International Human Rights

Interdisciplinary Studies

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.

Interior + Spatial Design

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.

Interior + Spatial Design

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.

Interior + Spatial Design

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.

ISD 201

Interior + Spatial Design

3

ISD 205 : Design Presentation

This studio course will emphasize design conceptualization and creativity. Advanced visual communication methods including perspective drawing, color and material application, rendering and other rapid visualization skills will be introduced.

GMD 217 & ISD 101

Interior + Spatial Design

3

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.

Interior + Spatial Design

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.

Interior + Spatial Design

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.

ISD 220

Interior + Spatial Design

3

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).

Interior + Spatial Design

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.

ISD 202

Interior + Spatial Design

3

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.

Interior + Spatial Design

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.

ISD 202 & ISD 221

Interior + Spatial Design

3

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.

ISD 330

Interior + Spatial Design

3

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.

ISD 221 & ISD 325

Interior + Spatial Design

3

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.

Completion of 90 or more credits

Interior + Spatial Design

3

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.

ISD 331

Interior + Spatial Design

3

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.

ISD 405

Interior + Spatial Design

3

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.

ISD 331

Interior + Spatial Design

3

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.

Interior + Spatial Design

3

ISD 448 : Topics in Interior and Spatial Design

Topics in interior and spatial design.

Interior + Spatial Design

3

Interior Design

IND 101 : Design Presentation I

Students will develop drafting techniques, board skills, and a variety of drawing techniques which are necessary to communicate and solve interior design problems within the built environment.

ART-101 , ART-105

Interior Design

3

SCA Professional

IND 102 : Introduction to Interior Design

This course introduces three-dimensional problem-solving techniques used to relate the elements and principles that shape interior space and the functional and aesthetic factors that affect individual spatial requirements.

Interior Design

ART 105

3

SCA Professional

IND 201 : Residential Design

In this studio design course, students focus on the design issues specific to residential living space. The space planning standards required to create aesthetically pleasing, functional and sustainable residences will be studied. Universal design standards and building code regulations will be introduced.

DES 101 , DES 102

Interior Design

3

SCA Professional

IND 202 : Office Design

In this studio design course, students learn the basic space planning standards for office design. Sustainable design practices and fire and safety codes are applied to the design of small scale office design projects.

Interior Design

IND 201

3

SCA Professional

IND 205 : Design Presentation

This course will build on a student's drawing skills to enhance visual presentations of architectural interiors. Students will apply color, texture, and pattern to drawings using a variety of mixed media and computer aided design/rendering techniques.

DES 101 , GMD 217

Interior Design

3

SCA Professional

IND 210 : Materials

This course allows students to learn about materials used in the design of interior and architectural environments. Through lecture, reading, discussion, and application, students will evaluate and choose appropriate materials for all aspects of the built environment, including sustainability. Visits by professional sales representatives and trips to product showrooms will be included.

IND-205

Interior Design

3

SCA Professional

IND 220 : AutoCAD I

This course is an introduction to architectural drafting using Autodesk Architecture software, the industry standard for interior design and architectural drawing. The course will focus on learning the basic drawing, editing, and three-dimensional commands, as well as the creation and organization of architectural working drawings.

Interior Design

3

SCA Professional

IND 221 : AutoCAD II

In this course, students will develop more advanced AutoCAD drafting skills as well as the latest BIM software technology. This will allow students to enhance their computer knowledge and skills enabling them to work within the profession of architecture and design.

Interior Design

IND 220

3

SCA Professional

IND 305 : Lighting Fundamentals

This course will assist a student's 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.

IND 202 , IND 221

Interior Design

3

SCA Professional

IND 325 : Building Systems and Codes

Students develop methods for evaluating and specifying HVAC (heating, ventilation and air conditioning), plumbing, sprinkler, fire protection, security, acoustical and telecommunication systems for performance. Students become familiar with how these systems work together within the built environment and how they are regulated by the various building codes. Students learn how to research and apply codes, standards and regulations to the design of interior environments.

Interior Design

3

SCA Professional

IND 330 : Contract Design I

In this advanced studio design course, students develop a vocabulary and understanding of the design process as it relates to larger scale, complex commercial environments. Possible project typologies include healthcare, hospitality, retail, education and corporate office design projects.

IND 221 , IND 202

Interior Design

3

SCA Professional

IND 331 : Contract Design II

Students will develop an advanced vocabulary and understanding of the design process as it relates to larger scale, complex interior environments. Possible project typologies include healthcare, hospitality, retail, exhibit, education and corporate office design projects.

IND 205, IND 221 , IND 330

Interior Design

3

SCA Professional

IND 335 : Construction Fundamentals

This course provides students with a basic knowledge of both structural and non-structural building materials and their methods of assembly. The course will utilize both lecture and discussion to understand the components of interactions between key building materials, the proper selection and use of standard building materials, and basic methods and standard of residential and commercial construction.

IND 210 , IND 221

Interior Design

3

SCA Professional

IND 402 : Senior Internship

Students will work in a design firm, architectural firm, or interiors related Showroom for 120 hours. Work experience may include, but is not limited to, the development of floor plans, field measurements, maintaining the design library, developing computer assisted design drawings, selecting textiles and interior finishes, assisting with the installation of art, furnishings, and other design related tasks. Upon completion of internship the students will make a presentation of or a project to a jury of peers and professionals and receive an evaluation.

Completion of 60 or more credits

Interior Design

1

SCA Professional

IND 405 : Senior 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 Senior Studio II. IND 305, IND 320, IND 325, , IND 330

Interior Design

3

SCA Professional

IND 406 : Senior Capstone II

The student refines program generated in Senior Studio 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.

Interior Design

IND 405

3

SCA Professional

IND 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.

IND 221 , IND 331

Interior Design

3

SCA Professional

IND 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.

Interior Design

IND 407

3

SCA Professional

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.

Italian

3

RSC General Education Breadth: Humanities - Literature and Language

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.

ITA-101

Italian

3

RSC General Education Breadth: Humanities - Literature and Language

ITK

ITK 101 : iThink Learn

This first-year, core course sets the stage for understanding the value of innovation thinking in your intellectual and personal development. You will gain experience in the interdisciplinary, collaborative, and creative problem-solving that is required in today's 21st century world. This guided experience with faculty teams is intended to support your sense of having ownership of your education and life-long learning, another tenet of design thinking. Work in this course will contribute to your appreciation of the collaborative, interdisciplinary skills necessary for long-term success in higher education, graduate school, and the contemporary global workforce.

ITK

3

ITK 301 : iThink Engage

This third-year, core course provides students the opportunity to learn and practice the theories and techniques of iThink, i.e., innovative, collaborative, end-user-based problem solving. These processes involve the creation and implementation of innovative systems that lead to the recognition of and ultimately solutions to anticipated and unanticipated problems.

ITK 101; Junior standing

ITK

3

ITK 401 : The Individ & The Comm: Human-Cent Des

This course, the third in the iThink sequence, is an elective for a student in any major who wants to engage with the needs of people in the community through a project-based service learning project or a project reporting on the experience of volunteering services. Students will learn about the current and future needs in Albany, N.Y. as well as how the intervening systems of the city impact the needs of its citizens. The theme through class discussions and student off-campus service is human centered design. If any aspect of a community were assembled beginning with human needs to be served, how would it look different from what exists? What are the implications of the tension between our individuality and the needs of the larger community? How does one adapt solutions and respond creatively to reality?

ITK

ITK 301

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 understanding 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.

LAP

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.

Law

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.

Law

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.

Law

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).

Law

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).

LAW 205 or BUS 212

Law

3

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

LAW 209 : Legal Ethics

Law

1

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.

Law

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.

Law

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.

Law

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.

Law

LAW 202

3

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.

Law

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.

Law

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.

Law

3

LAW 415 : Capstone Seminar in Law and Society

The capstone seminar is the culminating course of the law and society interdisciplinary 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. (Equivalent to CRM, LAS, PSY, and PSYC 415). CRM 111, LAW 101, and PSY 101

Law

3

Law and Society

LAS 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.

LAW 101, PSY 339, and SOC 260

Law and Society

3

Offered in spring term only.

LAS 427 : Internship in Law & Society

The student will receive on-the-job experience and training by spending 10-12 hours per week (minimum 120 hours per semester) at a work site appropriate for the student's specialization and career interests related to the Law and Society program.

Law and Society

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.

Mathematics

1

Permission of Albany Advising Office required.

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.

Mathematics

1

Permission of Albany Advising Office required.

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.

Mathematics

1

Permission of Albany Advising Office required.

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. Students who take this course cannot receive credit for MAT 104 ABC.

Mathematics

3

Permission of Office of Academic Advising is required for registration in MAT 105. Contact academicadvising@sage.edu for more information.

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.

Mathematics

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.

Mathematics

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/middle childhood education majors.

Mathematics

3

RSC General Education Breadth: Quantitative Reasoning

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.

Recommended: a beginning algebra course

Mathematics

3

Students who have successfully completed algebra II, trigonometry, or precalculus or higher in high school, cannot take MAT 112 for credit.

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.

MAT 112 or three years of NYS Regents high school mathematics

Mathematics

3

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/middle childhood education majors.

Mathematics

3

RSC General Education Breadth: Quantitative Reasoning

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.

Mathematics

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.

MAT 201 or equivalent

Mathematics

4

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.

MAT 202 or the equivalent

Mathematics

3

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.

Mathematics

MAT 201

1

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.

Mathematics

MAT 201

3

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.

Mathematics

MAT 202

Take 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.

Mathematics

MAT 113

3

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.

Mathematics

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.

MAT-201 , MAT-202

Mathematics

3

MAT 303 : Probability

This course covers combinatorial analysis, discrete and continuous probability theory, multivariate distributions, expectation covariants, correlation and central limit theorem.

Mathematics

MAT 201

3

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).

Mathematics

MAT 303

3

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.

Mathematics

3

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 multivariate statistics.

MAT 220, PSY-207 or ECO-215

Mathematics

3

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 verification; 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.

Mathematics

MAT 202

3

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. Senior mathematics major

Mathematics

3

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.

MAT-203 , MAT-225

Mathematics

3

MAT 410 : Honors Project

Students will complete a project in an advanced topic in mathematics, preparing and presenting a paper.

By Invitation of the Department
Mathematics

3

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.

Mathematics

MAT 225

MAT 420 : Topology

An introduction to point set topology, including Euclidean space, homeomorphisms, compactness, connectedness, metrics and separation axioms.

MAT-201 , MAT-225

Mathematics

3

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.

Music

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.

MUS-111

Music

3

MUS 200 : Independent Study

To be arranged with faculty.

Music

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.

Music

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.

Music

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.

Music

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.

Music

1.5

MUS 235 : Musical Theatre Scene Study

Music

3

MUS 248 : Topic:

Music

1

MUS 300 : Independent Study

To be arranged with faculty.

Music

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. (244-4502 or musiam@sage.edu)

Music

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.

Music
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 (244-4502) or musiam@sage.edu.

Music
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 (244-4502) or musiam@sage.edu.

Music
1.5

MUS 400 : Independent Study

To be arranged by faculty.

Music

MUS 405 : Senior Project

Students design and execute a Senior Recital under the supervision of the music advisor. Required for a CAT major with a concentration in music.

Music
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.

Music
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.

No Credit (Workshop)
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.

No Credit (Workshop)
0

NCR 090 : Credit for Life Experiential Learning

No Credit (Workshop)

NCR 091 : Portfolio Evaluation

No Credit (Workshop)

NCR 317 : Health Education Standards WS

In addition to covering the New York State Health Education Learning 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, and 808 as required for certification in New York State.

No Credit (Workshop)
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

The program emphasizes faculty advisement and program planning. The nursing program leading to a Bachelor of Science Degree may be completed by full- or part-time study. Transfer students may complete the program in 5 semesters (minimum of 21 months), depending on the number of prerequisites that they have completed. Nursing student scholarships and loans are available. Professional courses start in the freshman or sophomore year and continue through the senior year. Clinical experiences are available at Capital District agencies 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 cumulative GPA of 3.000 for all coursework required for the Nursing program.
- Students must maintain a major GPA of 3.000 to progress in the Nursing Program.*
 - * Nursing GPA includes all nursing and required support courses.
- 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).

Students must receive a grade of "C" or higher (2.000) in all nursing courses.

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. Appeals of decisions by the Academic Standards Committee may be made by submitting a written petition to the coordinator of the BS program.

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. ATI (Assessment Technology Institute) is a company that provides audio and video remediation materials. Fees for ATI will be assessed on tuition bills at three levels; when registered for NSG 201, NSG 323, and NSG 405.

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 Offices of Academic Advising 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.

Nursing

4

NSG 207 : Health Assessment and Professional 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 data, 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.

BIO 201, BIO 202, BIO 208, CHM 103 (or CHM 111 or PHY 101), PSY 101, and SCI 120. Open only to matriculated students in the BS in Nursing program who have attained a minimum major GPA of 3.000.

Nursing

NSG-207L , NSG-207R

4

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. BIO 201, BIO 202, BIO 208, CHM 103 (or CHM 111 or PHY 101), PSY 101, and SCI 120. Open only to matriculated students in the BS in Nursing program who have attained a minimum major GPA of 3.000,

Nursing

NSG-212L, NSG-212R

4

NSG 267 : Honors III-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.

Nursing

3

RSC General Education Breadth: Humanities - Literature and Language

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 hrs., Clinical 80 hrs.)

NSG-201, NSG-207, NSG-212

Nursing

NSG-323L, NSG-323R

6

NSG 324 : Nursing Interventions III

This course is designed to prepare the student in caring for clients requiring complex nursing interventions. The theoretical preparation, including the concept of caring, provides a framework by which analysis of clinical situations promotes understanding of the complex interactive factors affecting the health of the client system. In the clinical laboratory, the student utilizes clinical judgment in the care of the client with complex problems in a variety of settings. Students develop and expand their skills and clinical judgment in selected domains of practice. NSG 212 , prior nursing courses

Nursing

NSG 324L

4

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.

NSG-212

Nursing

NSG 325L

3

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. Sophomore nursing sequence, NSG 212, and PSY 202 (or PSY 208).

Nursing

NSG 326L

4

NSG 327 : Family Community Health Nursing II

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.

NSG 323, NSG 325, SCI 120 (or NTR course), and PSY 202 (or PSY 208).

Nursing

NSG 327L

6

NSG 331 : Contemp Prof Nsg 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.

Nursing

4

NSG 332 : Assess for Hlth Prof & Risk Reduc

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. Offer Fall and Spring, Theory and Lab 52 Hours. BIO 201 & BIO 202

Nursing

3

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 hrs., Clinical 80 hrs.)
NSG-201, NSG-207, NSG-212, NSG-323, NSG-325

Nursing

NSG-333L

6

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.
NSG-201, NSG-207, NSG-212

Nursing

3

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 hrs., Clinical 80 hrs.)
NSG-201, NSG-207, NSG-212, NSG-323, NSG-325

Nursing

NSG-355L

4

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). Co-requisite NSG 402L.

NSG-331 , NSG-332

Nursing

4

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.

NSG-331, NSG-332, , NSG-402

Nursing

3

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.

Senior status or permission of the instructor

Nursing

2

NSG 406 : Critical Care Nursing Intervention

This theoretical course focuses on clients with a life-threatening condition with multi-system needs who are experiencing rapid physiological changes and their sequelae. Caring within the context of advanced technological settings is emphasized.

NSG-324; Senior status or permission of instructor

Nursing

2

NSG 408 : Family Community Health Nursing III

The epidemiological prevention process, community theory and family theory provide the basis for nursing care in the community. This course emphasizes application of this knowledge base to improve the health of the community through planning and effective use of the health care resources. Emphasis will be place on achieving positive outcomes of nursing management for individuals, families, and specific population groups through dynamic interdisciplinary practice.

NSG 325 for RN students

Nursing

NSG 408A, NSG 408B, NSG 408L
6

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.

Senior status or permission of the instructor

Nursing

2

NSG 421 : Transitions to 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 client's 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 nurse leadership roles. By synthesizing knowledge of nursing theory/research and previous practice, students will make the initial transition to professional practice models. All required clinical nursing , support courses in basic baccalaureate program

Nursing

NSG 421L

7

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 hrs., Clinical 80 hrs.)

NSG-201, NSG-207, NSG-212, NSG-323, NSG-325

Nursing

NSG-425L

4

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.

Nursing

3

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 hrs. [6 seminars, 3 hours/ seminar], Clinical 240 hrs.) NSG 201, NSG 207, NSG 212, NSG 323, NSG 325, NSG 326, NSG 333, NSG 355, NSG 425

Nursing

NSG 450L

8

NSG 558 : Paradigms & Perspectives of Advanced Practice Nursing

- See graduate catalog

Nursing

3

NSG 559 : Nursing in a Sociopolitical-Environment

- See graduate catalog

Nursing

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.

Nutrition

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)

Nutrition

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. SCI 120 or NTR 201

Nutrition

NTR 211L, NTR 209 or NCR 210

4

NTR 313 : Food Service Systems Management

This course applies the managerial processes to the functions and operations of a food service system and provides an analysis of food service systems as unified complex organizations (menu planning, purchasing, facilities, and finance). Students will analyze personnel policy in food service systems with varying organizational structures and objectives.

SCI 120 or NTR 201

Nutrition

SCI 120 or NTR 201

3

NTR 314 : Quantity Food Production

This is a practical study of the preparation and management techniques required in large-scale feeding operations. Students will apply theories to planning, preparation, and execution in actual quantity food production situations, including menu planning.

Nutrition

Take previously or concurrently: NTR 209 or NCR 210, NTR 211, NTR 313

3

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 explores program development via assessing needs, developing objectives, implementing interventions and evaluating programs.

SCI 120 or NTR 201

Nutrition

4

NTR 348 : Selected Topics in Nutrition

Nutrition

NTR 400 : Independent Study

Nutrition

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.

BIO 201, BIO 202, CHM 104, & NTR 201

Nutrition

3

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.

Food Service Safety Certification (NTR 209 or NCR 210), CHM 104, NTR 211, Statistics highly recommended

Nutrition

NTR 402L

4

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.

BIO 201, BIO 202, CHM 104, & NTR 201

Nutrition

3

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")

BIO 201, BIO 202, & NTR 201

Nutrition

4

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.

NTR-201, PSY-101

Nutrition

3

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")

NTR 404

Nutrition

4

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)
Senior standing (>87 credits)

Nutrition

3

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.

Philosophy

3

PHL 204 : Comparative Religion

A survey of beliefs in the major world religions, both past and present.

Philosophy

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.

Philosophy

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.

Philosophy

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.

Philosophy

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.

Philosophy

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.

Philosophy

3

PHL 235 : Biomedical Ethics

Philosophy

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.

Philosophy

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.

Philosophy

3

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.

Philosophy

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.

Philosophy

3

PHL 348 : Selected Topics

Philosophy

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 collaborate 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.

Physical Education

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.

Physical Education

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.

Physical Education

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.

Physical Education

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.

Physical Education

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.

Physical Education

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.

Physical Education

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.

Physical Education

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.

Physical Education

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.

Physical Education

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.

Physical Education

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.

Physical Education

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.

Physical Education

3

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.

Physical Education

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. PED majors only Completion of all Level I skills with a grade of C or higher

Physical Education

2

SCA Professional

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.

Physical Education

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.

Physical Education

4

SCA Professional course.

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.

Physical Education

0.5

SCA Professional course.

PED 348 : Topics: Activity

Level II skills

Physical Education

3

SCA Professional

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.

Physical Education

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.

Physical Education

3

PED 405 : Internship in PE, Sport or Recreation 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.

Successful completion of at least 72 credits

Physical Education

1

SCA Professional

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.

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 3.00 or higher. All NCR courses must be completed, documentation provided to the Registrar's Office. Fingerprinting by an approved organization, a TEACH account must also be completed.

Physical Education

12

SCA Professional

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.

Physical Education

2

SCA Professional

PED 420 : Organizational and Administrative 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).

Physical Education

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.

Completion of PED 310 with a grade of C- or better

Physical Education

2

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.

Physics

PHY 101L (1 credit), PHY 101R
3

PHY 101L : General Physics I Lab

Required laboratory to be taken with PHY 101 lecture and PHY 101 recitation.

Physics

PHY 101, PHY 101R
1

PHY 101R : General Physics I Recitation

Structured problem practice. Students also registers for lecture on the same campus. Corequisite: PHY 101, PHY 101L

Physics

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.

Physics

PHY 101

PHY 102L (Laboratory, 1 credit) and PHY 102R recitation
3

PHY 102L : General Physics II Lab

Required laboratory to be taken with PHY 102 lecture and PHY 102 recitation.

Physics

PHY 102, PHY 102R
1

PHY 102R : General Physics II Recitation

Structured problem practice. Students also registers for lecture on the same campus.

Corequisite: PHY 102, PHY 102L

Physics

PHY-102L , PHY-102R
0

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.

Physics

PHY-103L

4

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.

Physics

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.

Physics

MAT 201

PHY 107L, PHY 107R

3

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.

PHY 107; MAT 202

Physics

PHY-108L; PHY-108R

3

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.

Political Science

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.

Political Science

1

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)

Political Science

3

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.

Political Science

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).

Political Science

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.

Political Science

3

POL 210 : The Courts

This course covers the structure, organization, and administration of local, state, and federal courts: the ways in which cases 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.

Political Science

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.

Political Science

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).

Political Science

3

POL 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.

Political Science

3

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 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 belief 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.

Political Science

3

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.

Political Science

3

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.

Political Science

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).

Political Science

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.

Political Science

3

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.

Political Science

3

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.

Political Science

3

Also HST-233

POL 238 : Russia and East Europe

A survey of major developments 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.

Political Science

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.

Political Science

3

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.

Political Science

POL 218

3

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).

Students with Junior standing, six or more hours of political science courses, or permission of instructor

Political Science

3

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
ENG 101, WLD 101 OR HUM 112

Political Science

3

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.

POL-101 or POL-203

Political Science

3

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.

Political Science

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. (Also: CRJ-319, SOC-319, WST-319)

Political Science

3

RSC General Education Breadth:
Social and Behavioral Sciences

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 1776. 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 Douglass, 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.

Political Science

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).

SOC 101

Political Science

3

POL 336 : U.S. Foreign Policy

American isolationism is a myth. Learn 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.

Political Science

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.

POL-210

Political Science

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 negotiation, and more.

Political Science

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
ENG 101 or HUM 112 or WLD 101
Political Science

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.

Political Science

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

ENG 101 or HUM 112 or WLD 101

Political Science

3

Also ENG-346 and HST-346

POL 348 : Topics in Political Science

Political Science

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.

Political Science

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.

Political Science

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.

Senior status, political science or related major

Political Science

3

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.

Political Science

POL 401

3

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.

Political Science

POL 401

3

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.

POL-218

Political Science

3

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.

Portuguese

3

RSC General Education Breadth: Humanities - Literature and Language

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.

Psychology

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 may not receive credit for PSY 202, and PSY 203, PSY 204, or PSY 208.

PSY 101

Psychology

3

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.

Psychology

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.

Psychology

4

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).

PSY 101

Psychology

4

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.

Psychology

3

PSY 215 : Biopsychology

[March 2022: new course number is PSY 316]. 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.

PSY 101

Psychology

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.

Psychology

3

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.

Psychology

3

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)

PSY 101 & PSY 207

Psychology

4

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.

PSY 101

Psychology

3

PSY 248 : Special Topics

The department occasionally offers special courses in psychology dealing with areas and topics not otherwise included in the curriculum.

Psychology

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. PSY 101; PSY majors or minors only

Psychology

1

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.

PSY 101 or SOC 101

Psychology

3

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.

PSY 101

Psychology

3

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.

PSY 101

Psychology

3

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.

PSY 202 or 203 or 204 or PSY 208

Psychology

3

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.

PSY 101 or EDU 206 or PSY 206

Psychology

3

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.

PSY 101

Psychology

3

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.

PSY 101

Psychology

3

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.

PSY 101

Psychology

3

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.

Psychology

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.

PSY 101

Psychology

3

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.

PSY 101

Psychology

3

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.

PSY 101 or BIO 102

Psychology

3

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.

PSY 101 , LAW 101

Psychology

3

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.

Psychology

3

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.

PSY 101

Psychology

3

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.

PSY 101

Psychology

3

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.

PSY 275, PSY 233, and 87+ completed credits

Psychology

3

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.

PSY 101 , either PSY 202, PSY 203 or PSY 204

Psychology

3

PSY 407 : Internship in Psychology

This fieldwork experience involves working under site supervision in a mental health facility, a human services agency, or in any setting where psychology principles can be applied. The course instructor must give prior approval for any fieldwork experience. Students will meet biweekly to discuss their experiences. Students complete 45 hours in the field for each academic credit (45 internship hours/1 credit hour). 3 credits but may be taken for fewer or more credits with department approval.

For PSY majors who have accrued at least 24 credits in PSY

Psychology

3

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. PSY 101, 54+ completed credits
Psychology
3

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. PSY 233, 87+ completed credits
Psychology
3

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.
PSY 410
Psychology
3

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.
PSY 101
Psychology
3

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.
Public Health
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.)
Public Health
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.
MAT 220
Public Health
3

PBH 310 : 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.

Public Health

3

PBH 405 : Public Health 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. Prerequisite(s): Completion of at least 54 Credits, PSY326, PBH201, PBH305, and PBH310.

Completion of at least 54 Credits, PSY326, PBH201, PBH305, , PBH310

Public Health

3

PBH 427 : Internship in Public Health

Students will be placed in local agencies for actual field experience. The internship provides the student the opportunity to gain on-the-job experience in public health, 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. Written reports documenting an understanding of agency history, organization, and operation are an integral part of the experience.

Completion of at least 54 Credits, PBH201, PBH305, , PBH310

Public Health

1

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.

Public Health

3

Public Policy, Advocacy & Civic Engagement

PACE 201 : Civic Leadership & Engagement

This course explores civic leadership and civic engagement as an inter-disciplinary content area, a civic responsibility, and a career pathway. Students will take away from this course what it means to be civically engaged and to accomplish civic goals. This course focuses on exemplars in history and present times; that is, exemplary civic leaders, engaged citizens, and the civic organizations and movements they create.

Public Policy, Advocacy & Civic Engagement

3

RSC General Education Breadth:
Social and Behavioral Sciences

PACE 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.

Public Policy, Advocacy & Civic Engagement

3

RSC General Education Breadth:
Social and Behavioral Sciences;
RSC General Education Breadth:
Humanities - Elective

PACE 301 : Advocating Public Policy

This course is one of three skills-based workshops in a new program titled Policy Advocacy and Civic Engagement (PACE). The other two courses are Civic Networking and Grant-Writing/Fund-Raising. In this course students experience what it means to be a policy advocate and to do advocacy work. The first part of the course examines the legal, social, and political contexts of policy advocacy. The second part turns to various types and tools of policy advocacy. Students meet with practitioners, learn best practices, study organizations that exemplify those practices, gain a working familiarity with essential research material, learn how to design an advocacy campaign, and evaluate the advocacy strategy of an organization they select.

Public Policy, Advocacy & Civic Engagement

1

PACE 302 : Grant Writing & Fund Raising

This course is one of three skills-based workshops in a new program titled Policy Advocacy and Civic Engagement (PACE). The other two courses are Policy Advocacy and Civic Networking. In this course students experience what it means to be a fund-raiser and to do fund-raising. Many civic and political organizations fail because they are unable to clearly establish their mission and link that mission to achievable goals, performance outcomes, and a sustainable fund-raising strategy. In this course, students meet with practitioners, learn best practices, study organizations that exemplify those practices, gain a working familiarity with essential research material on funding sources, learn how to write grant proposals, and evaluate the funding strategy of an organization they select. Funding sources for study include endowments, grants, service contracts, membership development, product sales, and fund-raising events.

Public Policy, Advocacy & Civic Engagement

1

PACE 303 : Civic Networking

This course is one of three skills-based workshops in a new program titled Policy Advocacy and Civic Engagement (PACE). The other two courses are of Policy Advocacy and Grant Writing/Fund-Raising. In this course students learn how to turn their social networking skills into civic skills and a career advantage. Facebook, for example, has become a powerful tool of civic organizations. In this course, students learn how civic organizations use new networking tools like Facebook and traditional tools like conferences and meetings to recruit members, mobilize public support, partner with other organization, build coalitions, and organize advocacy campaigns. Using a workshop format, students meet with practitioners, learn best practices, and study organizations that exemplify those practices.

Public Policy, Advocacy & Civic Engagement

1

PACE 405 : Senior Seminar & Capstone

Required of all majors in the PACE pathway program, this course enables students to bring together and apply knowledge and skills acquired in earlier core and pathway courses. In consultation with their professor, students will select, design, research, and write senior thesis and design a project on a topic related to their pathway coursework. Students will present their papers and projects at the College-wide research symposium at the end of the semester.

Senior status, PACE or related major

Public Policy, Advocacy & Civic Engagement

4

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.

RSC Signature

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.

RSC 101

RSC Signature

3

RSC 301 : Innovating to Impact

Innovating to Impact: Your Engagement with the Community invites students to examine complex problems that directly impact our communities. These concepts are investigated through cross discipline communication across cultural boundaries utilizing service learning and/or design thinking approaches. This is the culminating course in the Russell Sage College General Education Program and utilizes critical writing, thinking, and reading skills developed in the Year 1 Writing Sequence further building on RSC 201 to demonstrate the inter-connectedness of these signature courses.

RSC 201 or transfer student with at least 60 credits

RSC Signature

3

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.

Russian

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.

RUS-101

Russian

3

Science

SCI 104 : Earth Science and Astronomy

This course surveys the chemistry and physical science of the solid earth, the atmosphere and space, emphasizing the methods and thinking processes used by scientists to deduce and model the structure of the physical environment.

Science

3

RSC General Education Breadth:
Natural and Physical Sciences

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.

Science

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.

Science

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.

Science

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.

Science

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.

Science

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.

Science

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.

Science

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. BIO 201 and BIO 201L

Science

SCI 240L

3

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. SCI 240 w/ lab with a minimum grade of C

Science

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.

Science

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. BIO 201/201L , BIO 202/202L

Science

SCI-306L

4

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. BIO 201 & BIO 202 with a minimum grade of C- or higher in each course

Science

SCI 310L

4

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.

Sociology

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.

Sociology

3

SOC 105 : Introduction to Criminal Justice

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. (Formerly CRJ/SOC 111)

Sociology

4

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. (Also CRJ-111) Students cannot get credit for both SOC/CRJ-111 and SOC/CRJ-105.

Sociology

3

RSC General Education Breadth: Social and Behavioral Sciences

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.

Sociology

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.

Sociology

3

RSC General Education Breadth: Humanities - History; RSC General Education Breadth: Social and Behavioral Sciences

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.

Sociology

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.

Sociology

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.

Sociology

4

RSC General Education Breadth: Social and Behavioral Sciences; cross listed with WST 209

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.

Sociology

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)

Sociology

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.

Sociology

3

cross listed with WST 211

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.

Sociology

3

RSC General Education Breadth: Social and Behavioral Sciences

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.

Sociology

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

Sociology

3

RSC General Education Breadth: Social and Behavioral Sciences;
RSC General Education Breadth: Humanities - Elective

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 its entirety. We will instead discuss the foundations of the field, and the topics that have emerged most recently.

Sociology

3

RSC General Education Breadth: Social and Behavioral Sciences

SOC 248 : Selected Social Work Topics

A specialized topic will be selected on the basis of the interests of the instructor and students.

Sociology

1

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.

Sociology

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 online. 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.

Sociology

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.

Sociology

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.

SOC-101 , Junior Sociology Major

Sociology

3

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.

Sociology
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.

SOC 101 or CRJ 111

Sociology
3

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.

SOC 101 or CRJ 111

Sociology
3

Take SOC-101 or CRJ-111;

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)

Sociology
3

RSC General Education Breadth:
Social and Behavioral Sciences

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.

POL 218

Sociology
3

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.

Sociology

3

SCA Liberal Arts

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.

Sociology

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).

SOC 101

Sociology

3

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.

Sociology

4

SOC 340 : Social Movements and Social Change

Sociology

3

SOC 348 : Special Topics: Liberal Arts

Sociology

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.

Sociology

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.

SOC 260

Sociology

3

SOC 360 : Applied Research in the Social Sciences

Sociology

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 courses relate to one another as part of the scientific enterprise.

Students will conduct individual 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.*

Junior Status (54+ credits), PSY-207, SOC-303, SOC-337

Sociology

4

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.

54 credits; PSY-207; SOC-337 or SOC-350; SOC-303

Sociology

3

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. SOC-207, SOC-350, senior sociology major, , formal submission of a proposal

Sociology

3

SOC 427 : Internship in Sociology

A professionally supervised field work experience in a community agency for both majors and non-majors. Students complete 50 hours in the field for each academic credit. Two courses in sociology

Sociology

1

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.

Spanish

SPA-101R

3

RSC General Education Breadth: Humanities - Literature and Language

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.

SPA 101, one semester college or two years high school Spanish

Spanish

SPA-102R

3

RSC General Education Breadth:
Humanities - Literature and Language

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.

Spanish

3

RSC General Education Breadth:
Humanities - Literature and Language

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.

SPA 102, two semesters of college or three years of high school Spanish

Spanish

SPA-201R

3

RSC General Education Breadth:
Humanities - Literature and Language

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.

SPA 201, three semesters of college or four years of high school Spanish

Spanish

SPA-202R

3

RSC General Education Breadth: Humanities - Literature and Language

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.

Spanish

3

RSC General Education Breadth: Humanities - Literature and Language

SPA 211 : Advanced Intermediate Spanish I

This course, conducted in Spanish, consists of reading and discussion of newspapers, magazines, and samples of Hispanic literature. Three hours weekly.

SPA 202 or four years of high school Spanish

Spanish

3

RSC General Education Breadth: Humanities - Literature and Language

SPA 248 : Special Topic:

The department will occasionally offer special courses in Spanish dealing with areas not otherwise included in the curriculum.

Spanish

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.

Spanish

1

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.

Spanish

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.

Spanish

3

RSC General Education Breadth: Humanities - Literature and Language; cross listed with ENG 270, cross listed with WST 270

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. SPA 201, 4 years of high school Spanish, or permission of the instructor.

Spanish

3

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.

Spanish

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. Two (2) 200-level courses in Spanish or permission of instructor

Spanish

3

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.

SPA-301

Spanish

3

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.

Spanish

1

SPA 325 : Survey of Spanish Cultures & Civilizations

Spanish

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.)

Spanish

3

RSC General Education Breadth: Humanities - Literature and Language

SPA 348 : Special Topics:

The department occasionally offers special courses in Spanish dealing with areas not otherwise included in the curriculum.

Spanish

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.

Spanish

3

Special Studies

SST 099 : HEOP First Year Seminar

Special Studies

SST 99 : HEOP First Year Seminar

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.

Special Studies

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 they 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.

Special Studies

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 they 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.

Special Studies

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.

Special Studies

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.

Special Studies

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.

Special Studies

1.5

SST 125 : SIMACS Seminar

to be arranged by faculty

Special Studies

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.

Completion of at least 30 college credits, a cumulative GPA of 2.2 or better

Special Studies

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. Harry's 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 Harry's and his friends paths toward becoming adults and our own.

ENG 101, ENG 220, PSY 101, , a developmental psychology course

Special Studies

Take ENG-101 ENG-220

PSY-101; # Take PSY-202 PSY-203 or PSY-204

SST 444 : Study Abroad

Special Studies

12

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.

Theatre

3

RSC General Education Breadth: Humanities - Fine and Performing Arts

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.

Theatre

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.

Theatre

THR 103, or THR 203, or THR 225

1

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.

THR 103 or by audition

Theatre

3

RSC General Education Breadth: Humanities - Fine and Performing Arts

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.

Theatre

3

RSC General Education Breadth: Humanities - Fine and Performing Arts

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.

Theatre

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.

Theatre

3

Also ENG-308; RSC General Education Breadth: Humanities - Literature and Language

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.

Theatre

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.

Theatre

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.

Theatre

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.

THR-103

Theatre

3

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.

Theatre

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 headshot and resumes, in addition to doing research on jobs, agents and educational options. Prerequisite: Junior Standing or Permission of the instructor.

Theatre

1.5

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.

Jr standing or higher, THR 203, or by audition

Theatre

3

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.

Theatre

3

THR 307 : Internship in Theatre

Theatre

1

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.

THR 203, THR 225, THR 235, THR 303, THR 403

Theatre

3

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.

Theatre

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)

Theatre

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.

THR-103 , THR-203

Theatre

3

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.

Theatre

3

THR 406 : Senior Project

Students design and execute individual projects under the supervision of a department advisor.

Theatre

3

THR 407 : Internship with NYS 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.

Theatre

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.

Theatre

3

Visual & Fine Arts

AFA 101 : Beginning Drawing

An introductory course that explores drawing as a descriptive and expressive language using various black-and-white media. (Formerly ART 101) [RSC-GenEd-Breadth-2016: Humanities-Fine & Performing Arts]

Visual & Fine Arts

3

SCA Professional Course.

AFA 105 : Two-Dimensional Design

A studio course in two-dimensional design stressing a problem solving approach. The course introduces principles governing the use of form.

Projects focus on the execution of both black-and-white and color designs in a variety of media.

(Formerly ART 105)

Visual & Fine Arts

3

SCA Professional Course.

AFA 106 : Three-Dimensional Design

A studio course in three-dimensional design stressing a problem-solving approach. The course introduces principles governing the use of form and focuses on the development of skills necessary for creating three-dimensional projects with a variety of materials. (Formerly ART 106).

Visual & Fine Arts

3

SCA Professional Course. [RSC-GenEd-Breadth-2016: Humanities-Fine & Performing Arts].

AFA 203 : Beginning Painting

An introduction to painting with emphasis on composition, colors, and paint handling. A range of subject possibilities will be studied, including still life and the model. Students may choose to work in either oils or acrylics and will be given instruction in preparation and paint application for each medium. (Formerly ART 203)

Visual & Fine Arts

3

AFA 204 : Intermediate Painting

Experiences in painting with a focus on development of individual expression including an exploration of processes and concepts. Students may choose to work in either oils or acrylics. (Formerly ART 204)

AFA/ART-203

Visual & Fine Arts

3

AFA 205 : Art History I

Visual & Fine Arts

3

Students may not take both this course and ARH 206 for credit.

AFA 206 : Art History II

A survey of the visual arts of Western Civilization from the Renaissance to the Modern Era. Students may not take both this course and ARH 206 for credit.

Visual & Fine Arts

3

RSC General Education Breadth: Humanities - Fine and Performing Arts

AFA 207 : History of Modern Art

The art of the 20th century will be explored in depth. Starting with the post-impressionists, the course will emphasize the major schools as well as the major artists of the 20th century as a means of understanding the progression of artistic ideas and styles. (Formerly ART 207)

Visual & Fine Arts

AFA 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. (Formerly ART 214)

Visual & Fine Arts

3

AFA 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. (Formerly ART 215)

Visual & Fine Arts

3

AFA 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. (Formerly ART 231)

Visual & Fine Arts

3

AFA 248 : Special Topic

Visual & Fine Arts

3

AFA 317 : Drawing II

This course focuses on the fundamental principles of drawing in color. Students work in a variety of materials as they explore the technical, formal, and expressive elements of color drawing. (Formerly ART 317)

AFA/ART 101

Visual & Fine Arts

3

RSC General Education Breadth: Humanities - Fine and Performing Arts.

AFA 405 : Senior Project

Students design and execute individual projects under the supervision of a department advisor. (Formerly ART 405)

Visual & Fine Arts

3

AFA 410 : Honors Project

CAT/Art 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. (Formerly ART 410)

Visual & Fine Arts

3

Women Owning Responsibility for Learning and Doing

The WORLD courses (Women Owning Responsibility for Learning and Doing) form the

foundation of the Russell Sage College General Education curriculum.

WLD 101 : Reading Women's Voices/Developing Our Own

The WORLD courses (Women Owning Responsibility for Learning and Doing) form the foundation of the Russell Sage College General Education curriculum. This team-taught, interdisciplinary course views girls and women's lives through the lens of cultural, global, historical, and systemic forces that shape opportunities and constrain their realization. The materials of WLD 101 include multiple genres reflecting strategies that writers and researchers use to make claims and provide warrant for their arguments. Students will gain experience in the comparison of texts through informal discussion and formal reflection. Participation in the WORLD Series lab enlarges students' appreciation of the scope of topics and presentational forms. Major objectives include increasing students' skills in formulating a thesis supported by logical analysis and evidence, acquiring skill in library research, and in oral presentation.

Note: A grade of C or better must be earned in WLD 101 to receive course credit. The grade NC (no credit) is given to students who have not achieved a grade of C or better but who have completed all coursework.

Advising Note: This course replaces the former core requirement of ENG 101 and serves as Russell Sage's basic English composition course. Transfer students with credit for ENG 101 will have this requirement waived.

Women Owning Responsibility for Learning and Doing

WLD 101L

4

WLD 105 : WORLD 101 Writing Lab

The Writing Lab, offered by invitation only, provides writing support for students enrolled in WLD 101 in the form of two weekly sessions: a Lab (peer workshop meeting) and a Tutorial (individual meeting with instructor). Satisfactory completion of this Pass/Fail course results in 1 credit per semester (or 0.5 credits if students are referred to the lab mid-semester by faculty).

Women Owning Responsibility for Learning and Doing

WLD 101

0.5

WLD 201 : Researching Women's Lives

In a global environment of wired connection, this team-taught, interdisciplinary course views girls and women's lives through the lens of cultural, global, historical, and systemic forces that shape opportunities and constrain their realization (learning goals 4 & 5). This course introduces students to research across the curriculum in arts and humanities, natural sciences, social sciences, and the professions. Participation in the WORLD Series lab enlarges students' appreciation of the scope of topics and presentational forms. Major objectives of the course include learning how to formulate a research thesis or question and to understand the information required to address the question as well as the limitations of evidence. Students acquire skill in searching library databases and in citing evidence using a formal documentation style. Students produce a formal research paper (learning goals 1 & 2), and they present their findings at the culminating WORLD Conference (learning goals 1 & 6). Students post selected work using the RSC electronic portfolio system, which supports academic reflection and allows for multiple levels of assessment (course, major, General Education). Transfer students with credit for ENG 220 will have this requirement waived. Note: A grade of C or better must be earned in WLD 201 to receive course credit. The grade NC (no credit) is given to students who have not achieved a grade of C or better but who

have completed all coursework.

Prerequisite: WLD 101 or ENG 101 or HUM 112

[Women Owning Responsibility for Learning and Doing](#)

Corequisite: WLD 201L 4

WLD 205 : WORLD 201 Writing Lab

The Writing Lab, offered by invitation only, provides writing support for students enrolled in WLD 201 in the form of two weekly sessions: a Lab (peer workshop meeting) and a Tutorial (individual meeting with instructor). Satisfactory completion of this Pass/Fail course results in 1 credit per semester.

[Women Owning Responsibility for Learning and Doing](#)

WLD 201 0.5

WLD 401 : Women Changing the World

This interdisciplinary course engages students in an examination of how women influence and change their world. Students draw upon their knowledge, skills and voice, as well as the voices of other women, to examine their personal values and explore their potential as agents of activism and change. Requirements include a group service-learning project and an end-of-semester conference. (Formerly WLD 420) Completion of 61 or more credits

[Women Owning Responsibility for Learning and Doing](#)

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.

[Women's Studies](#)

3

RSC General Education Breadth: Social and Behavioral Sciences

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.

[Women's Studies](#)

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.

Women's Studies

4

Cross listed with SOC 209

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.

Women's Studies

3

Cross listed with SOC 214

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)

Women's Studies

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.

Women's Studies

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.

Women's Studies

3

Cross listed with CRM 222, cross listed with PSY 222

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.

Women's Studies

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.

Women's Studies

3

Cross listed with ARH 225

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.

Women's Studies

3

Cross listed with ARH 230

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.

Women's Studies

3

RSC General Education Breadth: Humanities - History

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.

Women's Studies

WST 248 : Special Topics:

Women's Studies

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.

Women's Studies

3

WST 267 : Honors III-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.

Women's Studies

3

RSC General Education Breadth: Humanities - Literature and Language

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.

Women's Studies

3

RSC General Education Breadth: Humanities - Literature and Language; cross listed with ENG 270, cross listed with SPA 270

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.

Women's Studies

3

RSC General Education Breadth: Humanities - History

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.

SOC 101 or CRJ 111

Women's Studies

3

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. (Also: POL-319, SOC-319, CRJ-319)

SOC 101 or CRM 111

Women's Studies

3

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.

PSY 202 or PSY 208

Women's Studies

3

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.

Women's Studies

3

Also HST/POL 323

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.

Women's Studies

3

Cross listed with CRM 329, cross listed with PSY 340

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.

Women's Studies

3

WST 333 : Class, 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

Women's Studies

4

RSC General Education Breadth: Social and Behavioral Sciences

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 POL 335, HST 335, and WST 335).

SOC 101

Women's Studies

3

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.

Women's Studies

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.

Women's Studies

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.

Women's Studies

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.

Women's Studies

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.

Women's Studies

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.

WLD 101 or 120 or 201 AND 6 WST Elective Credits

Women's Studies

3

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.

Women's Studies

3

Writing

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.

Writing

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.

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 of C- or better but who have completed all coursework.

WRT 101

Writing

3