CATALOGUE
2026-2027

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ST. FRANCIS COLLEGE

179 Livingston St., Brooklyn NY.

www.sfc.edu

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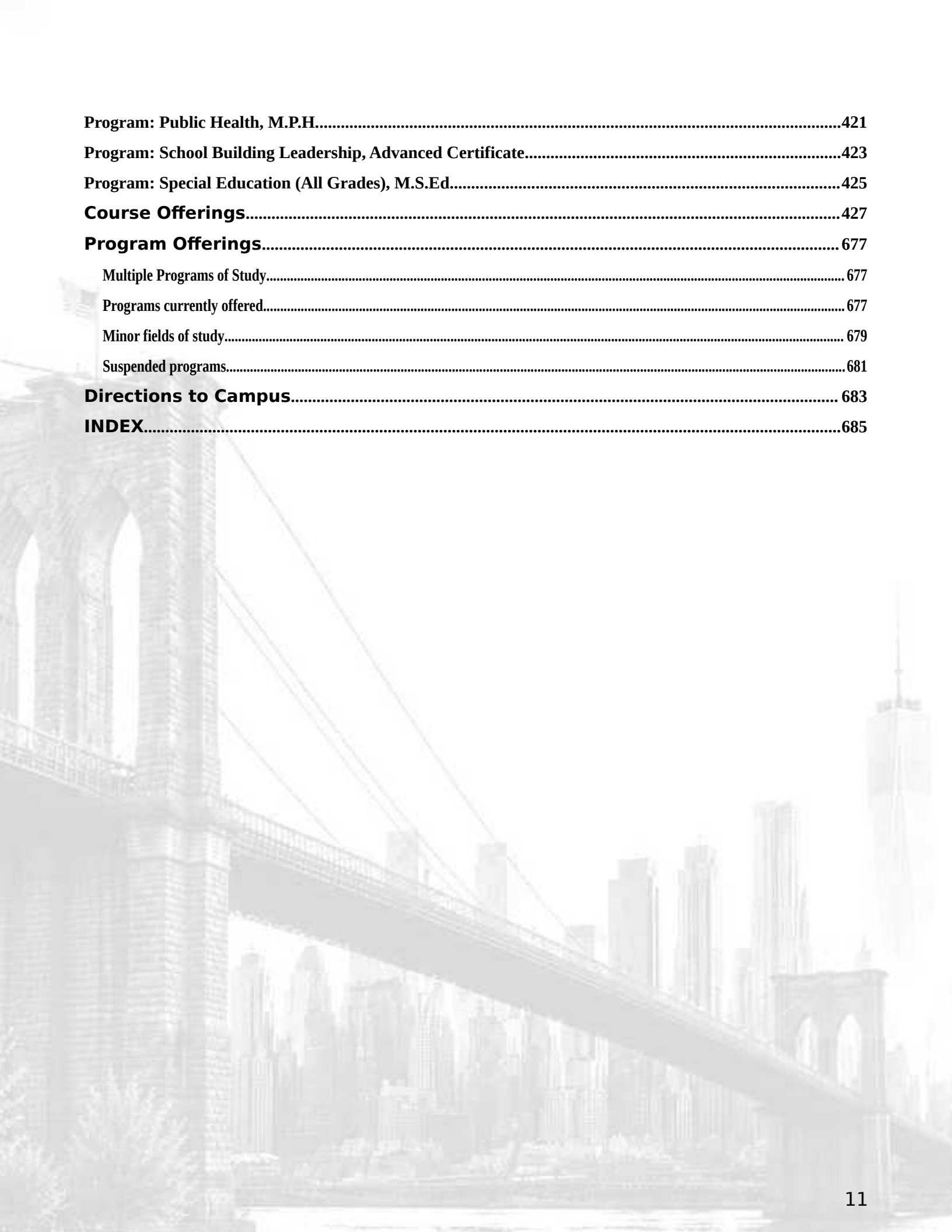


Mission and HISTORY

History and Mission | St. Francis College

Mission Statement

"St. Francis College is an institution of higher education rooted in a commitment to ***academic excellence, compassionate hospitality, and ethical leadership****.*

Inspired by St. Francis and St. Clare of Assisi, and founded by the Franciscan Brothers of Brooklyn, the college prepares students to serve and thrive in a global community and help shape a just society."

St. Francis College Franciscan Core Values — F.R.A.N.C.I.S.
• Faith • Respect • Academic • Neighborliness • Community • Integrity • Service

This mission is not merely aspirational; it is operationalized through intentional planning and measurable action. Through the SFC 170 strategic plan, the College systematically aligns institutional priorities with its Franciscan values, translating mission into practice. Strategic initiatives emphasize academic innovation, student-centered support systems, community engagement, and responsible stewardship of resources. Benchmarks, assessment processes, and defined outcomes ensure accountability and continuous improvement. In this way, academic excellence, student development, and service remain central to every initiative, reinforcing the College's identity while positioning it for sustainable growth and long-term impact.

Goals

Recognizing the original Franciscan understanding of hospitality as a challenging, risk-taking social contract, we strive for gradient and appreciable success in achieving the following measurable goals:

1. Promoting academic excellence

- Advance student learning through innovative pedagogy, integrated technology, and improved assessment and feedback systems.
- Expand interdisciplinary undergraduate programs and create structured pathways into career-focused and graduate study.
- Support faculty research, mentoring, and engagement as central drivers of academic quality.
- Expand internships, industry exploration, and professional development opportunities.

2. Advancing a thriving intellectual community

- Align advising, mentoring, wellness, and career services into a coordinated student success model.

- Recruit and sustain a diverse community of artists, athletes, and scholars grounded in ethical leadership and global responsibility.
- Promote cross-cultural engagement and leadership development across campus life.

3. Supporting student life and the development of the whole person

- Enabling the smooth transition of our local, national, and global student body into the college community and city.
- Promoting holistic wellness to develop leadership and fellowship.

4. Enabling the transition from student to globally conscious citizen

- Fostering students' self-confidence and encouraging both responsibility and innovation through mentoring, classroom experiences, and internships.
- Expand service-learning and civic initiatives rooted in Franciscan values.
- Developing collaborative leadership and citizenship by participation in activities, sports, clubs, and student-faculty projects.

SFC 170 serves as the roadmap for achieving these goals, aligning daily operations and long-term planning with the Franciscan mission that continues to guide the College forward.

History of the College

In 1858, a group of Franciscan Brothers from Ireland came to Brooklyn to educate the large numbers of immigrants arriving in America, opening St. Francis Academy in 1859. It was the first private school in the diocese of Brooklyn. The school, which was opened to educate the boys of the diocese, started in a building on Baltic Street and grew quickly. In 1884, just 25 years later, the trustees of St. Francis received permission from the state legislature to "establish a literary college" under its current name and giving it the power to confer diplomas, honors, and degrees. In June 1885, St. Francis College conferred its first Bachelor of Arts degree, and seven years later the first Bachelor of Science degree was granted.

The College continued its meteoric growth and built a new facility on Butler Street in 1926. In 1957, the Regents of the University of the State of New York granted an absolute Charter to the Trustees of the College. In 1960, St. Francis embarked on an expansion program. It moved to Remsen Street, where it had purchased two office buildings from Brooklyn Union Gas Company, allowing it to double its enrollment. Shortly thereafter, it became a co-educational institution, and additional property was purchased on both Remsen and Joralemon Streets. The College expanded its facilities with the construction of a science building, athletics complex and housing to accommodate the Franciscan Brothers and provide more space for faculty.

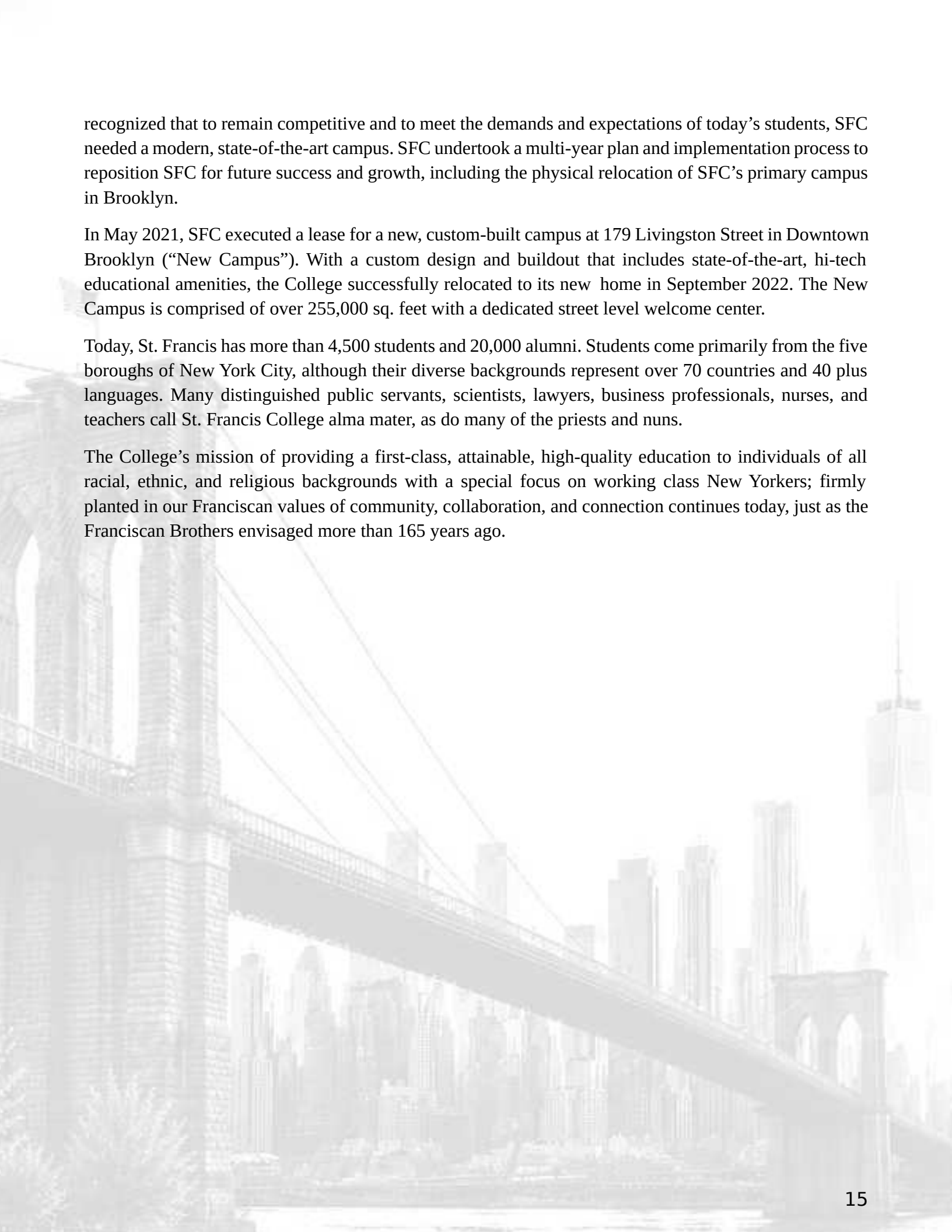
In 2021, the College announced a transformative initiative designed to restructure academic and programmatic offerings to align with 21st Century career needs while expanding the population to whom the College serves, locally and internationally. In conjunction with the strategic plan, the College

recognized that to remain competitive and to meet the demands and expectations of today's students, SFC needed a modern, state-of-the-art campus. SFC undertook a multi-year plan and implementation process to reposition SFC for future success and growth, including the physical relocation of SFC's primary campus in Brooklyn.

In May 2021, SFC executed a lease for a new, custom-built campus at 179 Livingston Street in Downtown Brooklyn ("New Campus"). With a custom design and buildout that includes state-of-the-art, hi-tech educational amenities, the College successfully relocated to its new home in September 2022. The New Campus is comprised of over 255,000 sq. feet with a dedicated street level welcome center.

Today, St. Francis has more than 4,500 students and 20,000 alumni. Students come primarily from the five boroughs of New York City, although their diverse backgrounds represent over 70 countries and 40 plus languages. Many distinguished public servants, scientists, lawyers, business professionals, nurses, and teachers call St. Francis College alma mater, as do many of the priests and nuns.

The College's mission of providing a first-class, attainable, high-quality education to individuals of all racial, ethnic, and religious backgrounds with a special focus on working class New Yorkers; firmly planted in our Franciscan values of community, collaboration, and connection continues today, just as the Franciscan Brothers envisaged more than 165 years ago.



Accreditation and memberships

Office of Institutional Research, Effectiveness, Accreditation | St. Francis College

Institutional Accreditation Information

St. Francis College is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104

The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). For additional information about the College's accreditation status, or to file a complaint, please visit www.msche.org (http://www.msche.org/) or contact the Commission at (267) 284-5000, info@msche.org or in Spanish at españolinfo@msche.org

Additionally, Middle States accreditation and status reports are maintained by the College's Accreditation Liaison Officer (ALO):

Dr. Gale Gibson Gayle
179 Livingston Street, Room 5202, Brooklyn, NY 11201
Phone : 718-489-5240
Email: ggibson-gayle@sfc.edu

Degree Program Accreditations

Commission of Collegiate Nursing Education (CCNE)

The St. Francis College nursing degree programs are accredited by the Commission on Collegiate Nursing Education (CCNE). More information about nursing is available on the NY State Department of Education's Office of the Professions: https://www.op.nysed.gov (http:// www.op.nysed.gov/).

Association for Advancing Quality in Educator Program (AAQEP)

The St. Francis College education program is accredited by the Association for Advancing Quality in Educator Program (AAQEP). More information about education is available at AAQEP's website: https://aaqep.org/

NY State Charter

St. Francis College is chartered by the Regents of the University of the State of New York.

"St. Francis College does not discriminate on the basis of sex, race, color, gender, religion, national origin, age, disability, alienage or citizenship status, marital status, creed, genetic predisposition or carrier status, sexual orientation, or any other characteristic protected by law in its education programs and activities or

employment. The College complies with all state and federal statutes, executive orders, and regulations concerning affirmative action, non-discrimination, and equal employment opportunities."

SARA

SARA's complaint resolution policies and procedures can be found at SARA-Policy-Manual-25.2-Blackline-12.16.25.pdf:

Responsibilities for resolving complaints:

a. Institutions operating under SARA policies shall provide their and SARA's complaint resolution policies and procedures to all students taking courses under SARA policies on the institution's website and in the institution's catalog or equivalent information provided either in print or electronically to students when they enroll.

b. Initial responsibility for the investigation and resolution of complaints resides with the institution against which the complaint is made. Further consideration and resolution, if necessary, is the responsibility of the SARA State Portal Entity and other responsible agencies of the institution's home state (see Sections 2.5 and 4.5).

c. The SARA State Portal Entity is responsible for conducting the investigation and resolution of complaints that are not resolved at the institutional level. The SARA State Portal Entity may enlist the assistance of other responsible entities in the state in carrying out the work of complaint resolution.

d. The SARA State Portal Entity is ultimately responsible for ensuring that a valid complaint results in proper redress. The SARA State Portal Entity may delegate responsibility to investigate and resolve such complaints to another government agency (e.g., a board of regents) or to a special body created to handle SARA complaints for a group of institutions but must have and retain the function of hearing any appeals from decisions made by other agencies. The SARA State Portal Entity cannot merely have advisory powers; it must have the formal authority to provide final resolution of SARA-related complaints and ultimately to remove any Institution, public or independent, from the state's list of SARA-eligible providers if that institution fails to abide by SARA policies.

e. No SARA member state gives up its ability to investigate misrepresentation, fraud, or other illegal activity by institutions based in other states, including SARA-participating institutions.

Message from the President

Welcome to St. Francis College!

Founded in 1859 by the Franciscan Brothers of Brooklyn, St. Francis College was established with a clear mission: to provide a high-quality college education within the means of the families in the communities we serve. That enduring legacy continues as strength today.

We nurture your talent, creativity, and potential as part of the next generation of leaders. As a member of the St. Francis College community, you join an institution deeply rooted in the Franciscan values of respect, justice, hospitality, and service. These principles guide everything we do and shape the supportive environment you will experience throughout your academic journey.

At St. Francis College, you will benefit from unfettered access to our state-of-the-art campus, a wide range of student activities, and comprehensive academic and personal support services. Our faculty, administrators, and staff are world class and dedicated to your success. Our commitment to guiding, challenging, and encouraging you as you pursue your goals, both during your time at the College and beyond is unrivaled.

With a focus on career-oriented degree programs, we offer a diverse array of academic majors and meaningful opportunities for internships and experiential learning in your chosen field. At the same time, we remain firmly committed to the liberal arts and humanities as the foundation for any career while preparing you to think critically and adapt to an ever-changing world with ethics and civil responsibility.

At St. Francis College, a person is measured not only by their degree, but by their character, integrity, and accomplishments. Our graduates go on to become nurses, teachers, doctors, radiologists, engineers, accountants, lawyers, public servants, healthcare providers, and more as leaders in their communities.

On behalf of the entire St. Francis College community, I warmly welcome you. We are excited that you have chosen to join our Franciscan family, and I look forward to meeting you in person.

Sincerely,
Timothy Cecere
President
St. Francis College

Academic Policies

Academic Policies for Students can be found here: Academic Policies | St. Francis College. These policies include, but are not limited to, the following:

Academic Integrity

View the policy here: Academic Integrity

Academic Major Forgiveness Policy

View the policy here: Academic Major Forgiveness Policy

Academic Standing and Support Policy

View the policy here: Academic Standard and Support Policy

Appeal of grades

View the policy here: Appeal of grades

Attendance

View the policy here: Attendance

Class standing

View the policy here: Class Standing

Commencement

View the policy here: Commencement

Counseling and Wellness

View the policy here: Counseling and Wellness

Courses and Registration

View the policy here: Courses and Registration

Courses at other institutions

View the policy here: Courses at other institutions

Course repetition

View the policy here: Course Repetition

Credit hours and credit-hour loads

View the policy here: Credit hours and credit-hour loads

Dean’s List

View the policy here: Dean’s List

Dropping Courses

View the policy here: Dropping Courses

Field placements and internships

View the policy here: Field placements and internships

Independent Study

View the policy here: Independent Study

Leave of Absence from the College

View the policy here: Leave of Absence from the College

Military Leave of Absence

View the policy here: Military Leave of Absence

Pass-Fail courses

View the policy here: Pass-Fail courses

Readmission

View the policy here: Readmission

Religious holidays

The policy is here: Religious holidays

Report on grades

View the policy here: Report on grades

Request for Personal/Medical hardship

View the policy here: Request for Personal/Medical Hardship

R2T4

View the policy here: R2T4

Study abroad

View the policy here: Study abroad

Withdrawal from Courses

View the policy here: Withdrawal from Courses

Withdrawal from the College

View the policy here: Withdrawal from the College

Undergraduate Division

GENERAL INFORMATION

Academics | St. Francis College

Academic Life

The life of an institution such as St. Francis College is founded on scholarship and academic excellence. Our faculty comprises accomplished scholars and dedicated faculty members who bring years of professional experience, together with a lifelong commitment to learning and growth. They provide every student with outstanding educational opportunities. The College offers exceptional programs that prepare students for graduate and professional studies, as well as careers in education, healthcare, accounting, business, and other fields.

Undergraduate Admission

St. Francis College seeks to admit students who present evidence that they can successfully pursue courses leading to a degree. Freshman applicants must submit evidence of successful high school completion and an application for admission. Submitting SAT or ACT test scores is optional for all applicants.

While admission to St. Francis College is competitive, the admissions committee seeks a diverse student body, and applicants who have the potential to succeed in college. Students are encouraged to visit the campus and meet with an admissions counselor before applying.

The College admits individuals of any race, religion, and national or ethnic origin to the rights, privileges, programs, and activities offered to students at the school. It does not discriminate based on sex, race, religion, national or ethnic origin, or disability in the administration of educational or admissions policies, scholarships, and loan programs or other college- based programs.

Students who are interested in admission to the College can file an application online at:

Apply Online | St. Francis College

While the application is only available online, applicants needing accommodation should contact the Office of Admissions at admissions@sfc.edu or 718.489.5200.

Admission Requirements

High School Graduates

Applicants seeking an associate or bachelor's degree must present an official transcript from an approved secondary school. Freshman applicants must provide evidence of successful high school completion (or its equivalent). Admission decisions are based on a holistic review of each applicant's academic preparation and supporting materials.

High School Equivalency Applicants

Applicants seeking an associate or bachelor's degree who have a recognized High School Equivalency Diploma should present a transcript of their New York State (or other) Equivalency scores. New York State home-school students must submit a letter of substantial equivalency from the Superintendent of Schools. Home-school students must submit a final copy of their academic transcript from a state recognized Home-school Agency and a letter from the local school. The Office of Admission reserves the right to request additional documentation and to waive certain requirements as part of the admission process.

Foreign Language Students

Applicants seeking an associate or bachelor's degree whose native language is not English must demonstrate English proficiency. St. Francis College accepts Test of English as a Foreign Language (TOEFL) and International Language Testing System (IELTS), as demonstration of English proficiency. More information can be found at SFC Global | St. Francis College.

International Students

Students who are not U.S. citizens or U.S. permanent residents may apply to St. Francis College. St. Francis College is authorized by federal law to enroll non-immigrant aliens for the purpose of obtaining a degree. Persons who seek admission should file an application and submit a transcript of high school record (translated), proof of high school graduation (diploma), and proof of English proficiency. Other required admissions materials, such as standardized test scores and college transcripts, will be communicated to the applicant. In addition, students whose native language is not English must also follow the requirements for foreign language students listed above. More information on admissions requirements for international students can be found at: www.sfc.edu/international.

St. Francis College fully complies with the Student and Exchange Visitor Information System (SEVIS). As additional time is required to properly enter student information into SEVIS and review the necessary documentation, students must submit all required documents well in advance of their anticipated start date. For further information, please contact the Office of Admissions directly at: admissions@sfc.edu.

Other Applicants

Applicants seeking an associate or bachelor's degree who do not meet the above-mentioned criteria may be admitted to St. Francis College after a review and assessment of their educational background. When the preparation differs from the stated requirements, the record will be reviewed by the Office of Admissions for evidence of unusual aptitude, especially in those studies that are prerequisite for the curriculum the applicant wishes to pursue. The number of such students admitted and the conditions for admission are strictly controlled.

Non-Matriculated Students

St. Francis College welcomes students who wish to take one or more courses without pursuing an associate or bachelor's degree. These students may be admitted as non-matriculated students, space permitting. Admission to the College is required, and acceptance is based on the applicant's ability to perform college-level work.

Non-matriculated students who have completed two semesters or fewer of college-level coursework must submit an official high school transcript. Students who have completed more than two semesters of college-level coursework must submit an official college transcript.

Non-matriculated students may enroll in courses but have not yet fulfilled the requirements for admission into a degree program. Non-matriculants must be admitted into a degree-granting program before a degree can be awarded. A maximum of 45 credits may be earned in non-matriculated status. To continue beyond 45 credits, students must apply and be admitted into a degree-granting program.

ADVANCED STANDING

Transfer Applicants

Transfer students are those who have withdrawn from another college or university and have been admitted to St. Francis College to complete their course of study. Holders of associate's degrees earned at accredited two-year colleges are also given transfer status. Transfer students must submit official transcripts from all previously attended schools as well as a final official secondary school transcript. Transfer applicants must submit evidence of at least a 2.0 GPA to be considered for admission. For more information, visit: Transfer | St. Francis College.

Transfer Credit

Credits will be allowed only for courses appropriate to the curriculum selected at St. Francis College and where records show course grades equivalent to or higher than the St. Francis grade of C. A maximum of 98 credits may be accepted toward a bachelor's degree; 32 credits towards an associate's degree. All students must complete a minimum of 30 credits in residence before any undergraduate degree is conferred. Transfer courses from 10 or more years ago may be subject to Department approval. A catalogue of the colleges previously attended may be requested for review purposes.

Note: Transfer credit requirements for the Nursing program differ from the College's general transfer credit policy. For all pre-nursing students enrolling in Fall 2027 and thereafter, applicable STEM courses must have been completed with a minimum grade of B- within the past five years to be eligible for transfer credit. For students enrolled prior to Fall 2027, applicable STEM courses completed within the past ten years will be accepted for transfer credit. Please refer to the Nursing program requirements for a list of applicable courses: Transfer | St. Francis College.

Advanced Placement Program (AP)

Students who have completed a college-level course in high school may qualify for advanced placement by achieving a score of 3, 4, or 5 on the Advanced Placement (AP) Test of the College Entrance Examination Board. Questions regarding advanced placement should be addressed to the Office of Admissions. Information about Advanced Placement Tests may be obtained from the Educational Testing Service, P.O. Box 592, Princeton, N.J. 08540. For more information, visit: ETS | Global education and talent solutions.

Credit through the College-Level Examination (CLEP)

Advanced standing with credit will be granted upon successful completion of the College Level Examination Program, General Examination, or Subject Examination of the College Entrance Examination Board, Princeton, N.J. Credit is also granted for satisfactory grades earned through the NYU Language Proficiency Exams and through completion of the Excelsior Examinations conducted by the New York State Education Department. Information may be obtained by contacting the respective agencies. Test results should be forwarded to the Office of Admissions for evaluation. Continuing to

apply CLEP exam results to their records, please see Academic Policies-Courses at Other Institutions. For more information, visit: College Level Examination Program (CLEP) | St. Francis College.

Military Experience Credit

Honorably discharged veterans or active-duty service members who have completed 6 to 18 months of active service in either the U.S. Armed Forces or those of another country may be granted five credits of the elective requirements toward a degree; those who have completed more than 18 months of service may be granted 10 credits of the elective requirements. Additional ACE equivalency credits may be granted with the submission of an official military (JST, AARTS, SMART, CGI) transcript. Appropriate documentation must be submitted to the Office of the Academic Dean. For more information, visit: Military Training Course Equivalencies | St. Francis College.

Prior Learning Assessment

St. Francis College grants credit for learning acquired outside the classroom through its Prior Learning Assessment Program. This Program is available to all students pursuing a bachelor's degree. Students must submit a portfolio for their prior learning to be assessed. They must petition for a specific number of credits in academic areas in which they are presenting prior learning experience. The course fee is assessed based on the number of credits granted. For more information, visit: Prior Learning Credits and Equivalencies | St. Francis College.

International Baccalaureate Program (IB)

Students who present an official transcript from an International Baccalaureate Organization (IBO) with the designation "Diploma Awarded" are eligible to transfer credit from the International Baccalaureate Program to St. Francis College. Only courses designated level "HL" (higher level) with a score of 4 or higher may be accepted for credit. Students who present an official transcript from an IBO with the designation "Certificate" are only eligible to receive transfer credit for HL subjects with a score of at least 5. Contact the Office of the Registrar for further information at registrar@sfc.edu.

Instructional Support

Undergraduate Support Plaza

Through the Undergraduate Support Plaza, St. Francis College facilitates a positive transition to college and ongoing academic advisement and support for all undergraduate students. Its mission is to provide holistic academic advising services that meet students where they are in their academic journey, as well as to develop strong relationships with students through its advising curriculum. Advisors are assigned to students upon enrollment. Advisors work to identify strategies for each student that improve the academic and social integration necessary for college student persistence and success, as well as for timely degree completion.

The Plaza facilitates registration onboarding for all incoming freshmen and transfer students, oversees academic planning and course registration for continuing students each term, assists with orientation, as well as works hand in hand with academic support and success programs at the College to connect students to needed resources. Additionally, The Plaza uplifts student career readiness, connects each student to the career resources, support, and guidance needed to ensure that their academic plan aligns with their career aspirations. The Undergraduate Support Plaza plays a crucial role in supporting students beyond academic planning. Through personalized advisement, we assist students in exploring their career interests, identifying their aspirations, and establishing clear pathways to achieve their professional goals.

Our comprehensive approach includes:

- Guiding students through course selection aligned with their academic and career objectives
- Helping students explore potential career paths relevant to their strengths and interests
- Connecting students with resources and opportunities that support their long-term goals

By integrating academic guidance with career-focused support, the Undergraduate Support Plaza empowers students to make informed decisions and take meaningful steps toward their future success.

Academic and career advisement is a collaborative process that helps students make informed decisions throughout their academic journey. Students are encouraged to meet regularly with their assigned advisor to review their progress, discuss changes to their educational plans, and address any questions related to degree completion or career preparation.

Students are responsible for understanding and fulfilling all graduation and institutional requirements and should consult with their advisor before making significant changes to their course schedule or academic program. Advisors also assist students in navigating College policies and procedures, identifying opportunities for experiential learning, and referring them to appropriate campus offices when additional support is needed.

To promote long-term planning, each student's academic plan is maintained in Self-Service, where it can be accessed at any time. Students may schedule appointments with their assigned advisor through the Navigate app.

For more information, visit: Undergraduate Support Plaza | St. Francis College.

Transfer Student Services

St. Francis College actively supports its incoming transfer students throughout their first journey at the college to ease their transition into a new academic community. After acceptance into the college, academic advisors in the Undergraduate Support Plaza work closely with the college's transfer credit specialists. For more information, visit: Transfer | St. Francis College.

Undeclared Majors

The Undergraduate Support Plaza provides resources and holistic support for students in their freshman and sophomore year who have not decided on a major. Students are encouraged to explore all the majors offered at St. Francis College and connect with faculty and advisors. Exploratory students will meet with an advisor in the Undergraduate Plaza for one-on-one support in identifying students' academic interests, skills, and occupational goals. An advisor will work with students to determine appropriate courses to aid in the exploratory journey to help students gain a better understanding of a given field. In addition to the individualized attention given to students. All students are required to declare their major at the end of their sophomore year (upon completing 60 credits).

Academic Recovery Program

The Academic Recovery Program is an early intervention and retention program aimed at helping students recover academically. Through academic planning, tutoring, monthly check-ins, and one-on-one academic success coaching, students develop the necessary skills to be successful in and out of the classroom. The program supports all students who require academic support, while students who have a cumulative GPA below 2.0 are required to participate each semester. The program works closely with other departments on campus, such as the Undergraduate Support Plaza, the Health and Wellness Center, Student Activities, and the Volpe Center for Accessibility and Success, to provide holistic programming to support students.

First-Year Experience (FYE) Program

All incoming students are enrolled in SFC 1001: First-Year Experience, a required, credit-bearing course that introduces students to the "hidden curriculum" of college, the unwritten norms, expectations, and skills essential for academic, personal, and professional success. Through guided instruction, reflection, and engagement, the course equips students with the academic, financial, career, and socio-emotional literacy necessary to navigate college effectively. Emphasizing holistic development, SFC 1001 strengthens students' ability to manage personal well-being, academic responsibilities, and long-term educational and career goals. For more information, visit: First-Year Experience | St. Francis College.

Career Advising & Early Exploration

Career advising is intentionally embedded within the First-Year Experience to help students begin connecting their academic choices to long-term career outcomes from the start of their college journey. Early exposure to career planning has been shown to increase student confidence, academic motivation,

and persistence. National data indicate that students who engage in career advising during their first year are more likely to remain enrolled, select a major earlier, and participate in experiential learning opportunities later in their academic careers.

Through First-Year Experience, students are introduced to career development resources and guided through early career exploration, including:

- Understanding the relationship between majors, skills, and career pathways
- Identifying interests, strengths, and values
- Learning how to access career advising, internships, and experiential learning opportunities
- Developing a long-term academic and career success mindset

By integrating career advising at the first-year level, St. Francis College ensures students begin their academic journey with purpose, direction, and informed decision-making.

Program Benefits

Aligned with national best practices in student success, retention, and career readiness, the First-Year Experience allows students to earn college credit while developing essential strategies for managing college life. The program provides a clear, step-by-step framework for success, including:

- Effective communication with faculty, advisors, and campus professionals
- Evidence-based academic success and study strategies
- Early career planning and goal setting

Key Areas of Support

- Academic Performance
- Career Development and Exploration
- Social Development and Belonging
- Persistence and Retention
- Degree Completion

Program Highlights

- Students are introduced to key academic, career, and support departments across the College, increasing awareness and utilization of campus resources.
- The program prioritizes community, connection, and belonging factors strongly linked to student retention and success.
- Students engage directly with faculty, staff, career advisors, and guest speakers who share expertise, institutional knowledge, and lived experience to support student growth and decision-making.

Essential Skills & Topics Covered

The First-Year Experience curriculum builds foundational competencies that support success both during college and beyond. Topics include:

- Career Planning
- Campus Resources
- Cultural Development
- Faith Development
- Financial Management
- Mental Health & Self-Care
- Research Skills
- Study Skills
- Time Management

The Center for Learning and Leadership (CLL)

Staffed by professional and peer tutors, the Center for Learning and Leadership (CLL) gives students the opportunity to develop the skills necessary for academic success and independence at the college level. The Center provides academic support and coaching for content area courses, classroom success.

Skills and offers the following programs and resources to support student persistence:

Workshops on a variety of skill development topics including how to take notes, how to be present in class, what it takes to achieve academic excellence, time management, learning strategies everyone should know and writing topics such as: starting the essay, thesis development, identifying and gathering pertinent research, revising strategies.

For more information, visit: Center for Learning and Leadership | St. Francis College.

Opportunity Programs

The Opportunity Programs presents programs designed to enhance student success by providing pathways to educational opportunities, resources, community, and professional development. Situated within the Academic Affairs division of the College, the Opportunity Programs is responsible for overseeing two key programs. For more information, visit: Opportunity Programs | St. Francis College.

McGuire Scholars Programs

The Robert J. McGuire Scholarship was established in 2015 in support of St. Francis College's mission to make possible the gift of education and opportunity for our future leaders. Thanks to the overwhelming generosity of Mr. Fred Wilpon, former chairman and CEO of the NY Mets, and his wife Judy, as well as other generous McGuire believers, the program has already provided more than $6 million in scholarships to more than 200 students.

This program has already provided economic opportunities, and workforce readiness to first-generation college students and has graduated over 150 scholars. Our scholars are prepared to pursue careers in their desired fields with the motivation to become leaders in their community and with aspirations of creating positive change. In 2023, the program was recognized as the NASPA Excellence Award Gold recipient for First-Generation Student Success. The program is supported through high touchpoint/impact practices along with student mentorship and advisory board members to support growth within the community.

For more information, visit: Robert J. McGuire Scholarship | St. Francis College

Collegiate Science & Technology Entry Program (CSTEP)

The St. Francis College Collegiate Science and Technology Entry Program (CSTEP) serves traditionally disadvantaged students interested in the sciences, health related fields, and careers in licensed professions, such as psychology, social work, law, accounting, and teaching science and mathematics.

Funded by a grant from the New York State Department of Education, CSTEP fosters academic excellence by ensuring students have the support services, summer programming, financial assistance, and career and research opportunities they need to succeed. CSTEP is an academic support program that offers services such as success coaching, tutoring, test prep, emergency funds, book stipends, travel funds to research conferences, and so much more. CSTEP students must be enrolled full-time every semester, identify as a NY resident, maintain a 2.5 GPA or above, attend 2 CSTEP events per semester, and obtain an internship or research experience before graduation. Most importantly, CSTEP students are part of a vibrant community of scholars who dream, serve, and achieve together as they pursue their professional goals. By graduation, students in CSTEP are highly prepared to enter the workforce and pursue graduate work in their field of study.

For more information, visit www.sfc.edu/cstep or email cstep@sfc.edu to apply.

STEM Resource Center

The mission of the STEM Resource Center (SRC) is to provide support for STEM students through academic, professional development, and career readiness initiatives. The SRC provides career and success coaching to ensure STEM students are on track to pursue their graduate study and careers in STEM, along with STEM community-building events, and more. For more information, email: nrivera633@sfc.edu.

The LHVCCUC LSAMP Program

The Lower Hudson Valley Catholic Colleges and Universities Consortium Louis Stokes Alliance for Minority Participation Program (LHVCCUC LSAMP Program) support students majoring in biology, chemistry, mathematics, information technology, computer science, radiologic science, cybersecurity and exercise science. Through an alliance with six other institutions, the SFC LSAMP program fosters strong STEM/scientist identities through STEM enrichment activities and supports successful entry into graduate study and STEM careers. LSAMP provides tutoring, mentorship, workshops, research opportunities, book stipends, and financial support in applying to graduate school.

For more information, visit: LHVCCUC LSAMP Program | St. Francis College.

The Volpe Center for Accessibility and Success

The Volpe Center for Accessibility and Success is committed to ensuring that all individuals with disabilities, including learning, physical, mental health, and temporary conditions, are afforded equal access to the programs and services of St. Francis College. The Volpe Center for Accessibility and Success provides reasonable accommodation for students with documented disabilities.

Any student interested in obtaining accommodations should complete the Request for Accommodation form via Accommodate and upload any relevant documentation. Once an application and supporting documentation have been submitted, students will be contacted to participate in an intake appointment to determine which accommodation is reasonable and appropriate.

All accommodation decisions are made as part of an interactive process between The Volpe Center for Accessibility and Success and the student and are determined on a case-by-case basis. Once reasonable accommodation has been approved, accommodation letters will be generated and sent to the student's faculty members.

For more information, visit: Volpe Center for Accessibility and Success | St. Francis College.
For questions regarding accommodations or The Volpe Center for Accessibility and Success, please email cas@sfc.edu.

The Education Innovation Factory

Building on St. Francis College's longstanding tradition of faculty achievement and commitment to student success, the Education Innovation Factory serves as a central hub for faculty support and professional growth. Designed in response to faculty needs, it promotes excellence in teaching, research, and service through an evidence-based, equity-minded approach to academic engagement and faculty development.

The Education Innovation Factory provides faculty with essential resources and information, including forms, guidelines, and support related to teaching, scholarship, and service to the College. It supports institutional priorities aligned with the College's strategic plan, including curriculum design, assessment of student learning, and the integration of co-curricular learning.

In addition, the Education Innovation Factory organizes faculty development workshops tailored to faculty interests and emerging needs. It fosters collaboration by connecting faculty with student-support offices across the College, strengthening communication and enhancing coordinated support for student success.

Faculty are kept informed through a biweekly newsletter and a dedicated Canvas page, which provide updates, resources, and opportunities for engagement.

For more information, visit: Education Innovation Factory| St. Francis College or email at: thefactory@sfc.edu.

INSTRUCTIONAL COMPUTING

Technology plays a critical role in the academic journey of contemporary students which is why St. Francis College (SFC) prioritizes the integration of appropriate technologies into the academic experience. Students and faculty have access to a robust infrastructure of instructional and general computer spaces that feature continually upgraded computer labs with specialized software, scanners, printers, and high-speed internet. Interactive classrooms and discipline-specific labs that support global e-learning, ensure flexible and hands-on learning with cutting-edge technology encountered in the real world, preparing students for the demands of the modern workplace. Some of the student-centered technology services the College provides includes:

Canvas Learning Management System (Canvas LMS) provides access to SFC courses through online syllabi, notes, links to sites, and online discussions/chat sessions. Students and faculty can send e-mail to an entire class or a selected group as well as create announcements throughout the semester. For more information, visit: Dashboard.

Microsoft Teams offers flexibility to allow students to attend classes remotely and for some face-to-face interaction with classmates and teachers, enhancing the online learning experience.

Self-Service provides students with access to academic information, including web registration from any browser. Students can check their records by entering the appropriate SFC login at: Sign In - St. Francis Self Service.

Multimedia Learning Hub/Library provides an online portal that allows students to use the library's circulation system to access its catalog and select websites from a single, easy-to-use home page. See also the Multimedia Learning Hub/Library section.

Office 365 OneDrive provides students with access to their files, on campus or remotely, from any web browser using cloud technology. Files stored here are backed up nightly.

Student Technology Services (STS) provides students with support for Self-Service, Office 365 OneDrive, printing, and other technology resources. Students may contact STS by emailing servicedesk@sfc.edu to create a work order request for technology assistance.

Canvas support is provided directly by Canvas. Students needing assistance with Canvas may contact Canvas Support at 1-800-203-6755 or info@instructure.com.

Student Support Technology: Navigate for Students

SFC leverages technology to personalize and enhance student experience through an app called Navigate Student. Navigate is a student success tool which brings critical resources and appointment scheduling to students with speed and ease. Students use Navigate https://www.sfc.edu/student-life/center-for-student-success/sfc-navigate-app to connect with their advisors, schedule appointments with advising and student

support services, connect with campus resources, view their course schedule and any holds, connect with a student buddy in any class, stay on track with important To-Do list items and events, and more.

Information Technology Resources

The primary purpose of student-related information technology resources at St. Francis College (SFC) is to enhance and support the educational mission of the College. Access to the College's student-related technology resources is a privilege granted to SFC students. These resources include hardware, software, computer accounts, local area networks, as well as connections to other computer networks via the Internet. All students using these resources are responsible for using them in an appropriate, ethical, and lawful manner as per the guidelines as outlined in the Student Cord.

Your use of these resources must conform to laws and College policies regarding protection of intellectual property, including laws and policies regarding copyright, patents, and trademarks. This applies to the downloading or distribution of protected material in any form, including text, photographic images, audio, video, graphic illustrations, and computer software.

Multimedia Learning HUB/Library

The Multimedia Learning Hub is the heart of academic life at SFC, supporting research, discovery, and creative projects across all disciplines.

Explore our resources at https://mlhsfc.substack.com/p/welcome-to-the-hub:

- **24/7 Support:** Access expert reference assistance anytime, day or night.
- **Digital Collection:** Browse over 800,000 eBooks and 300,000 electronic journals.
- **Guidance:** Access MLH's online research guides and how-to videos for step-by-step help with research and citation. For more information, visit: https://mlh.sfc.edu/researchguides
- **Hours of Operation:**
- Standard: Monday–Friday, 9:00 a.m. – 5:00 p.m.
- Finals Season: Hours are extended until 7:00 p.m. (the week before and during finals).
- **Questions?** mlh@sfc.edu / 718-489-5307

Degree Requirements, Graduation, and Commencement

General Education Program

General Education Program | St. Francis College

Mission: The General Education Program is the academic cornerstone of St. Francis College and affirms its mission to graduate educated, well-rounded students prepared to engage with a changing and culturally diverse world. As an integrated program of study, it develops the knowledge, skills, and intellectual perspectives central to a broad liberal arts education. It provides students with a strong foundation across disciplines beyond their areas of specialization, fosters an understanding of how different disciplines intersect and approach knowledge, and cultivates the intellectual curiosity and habits of mind necessary for lifelong learning.

General Education Learning Outcomes:

St. Francis College is committed to developing graduates who are prepared for lifelong learning, professional success, and engaged citizenship. Upon completion of its General Education Program, students will be able to:

1. Demonstrate sensitivity to creative expression.
2. Communicate ideas and information through written, oral, visual, and digital media.
3. Employ critical and analytical skills.
4. Value diverse perspectives of the human experience.
5. Implement information, technology, and media literacy.
6. Demonstrate quantitative literacy.

The General Education Tracks Policy

The General Education (Gen Ed) Program offers two tracks: the **Standard Track** with a minimum of 48 credits and the **Fast Track** with a minimum of 33 credits.

Standard Track serves as the default track for all undergraduate programs and degrees, except for Associate Degrees and Professional Studies programs.

Programs on the Standard Track may request to transition to the Fast Track under the following conditions:

The program must submit a formal written request to the General Education Council that includes:
▪ A summary of the proposed change.
▪ A justification demonstrating how the proposed change supports the program's strategic goals and advances the best interests of its students.
▪ A comprehensive plan outlining how the program's curriculum mapping will be revised to align with the Fast Track structure.

The General Education Council will evaluate requests based on their academic soundness, alignment with institutional goals, and benefits to students.

Upon review and approval by the General Education Council, the request must be forwarded to the Curriculum Committee, which will conduct the final review to ensure curricular standards and consistency, and compliance with accreditation requirements.

Approved changes will take effect in the next catalogue, following the Curriculum Committee's approval. The dual-track structure provides academic programs with flexibility to align their curricula with disciplinary needs and student pathways.

While the Standard Track ensures broad and consistent exposure to the General Education learning outcomes, the Fast Track option allows approved programs to integrate General Education outcomes into their curriculum when such integration better serves students' academic and professional development.

General Education Program- Standard Track

First Year College & Bodies of Knowledge

First Year College		
Code	**Title**	**Credits**
FS	Understanding College	3
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics*	3
DL	Digital Literacy	3
Bodies of Knowledge		
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences*	6
EP	Ethics and Philosophy	6

SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness*	2
RS	Religion	3
	Total Credits	**48**

Note:

* Since some courses offered in these areas carry more than the standard number of credits, students may end up completing additional credits.

General Education Program- Fast Track

First Year College & Bodies of Knowledge

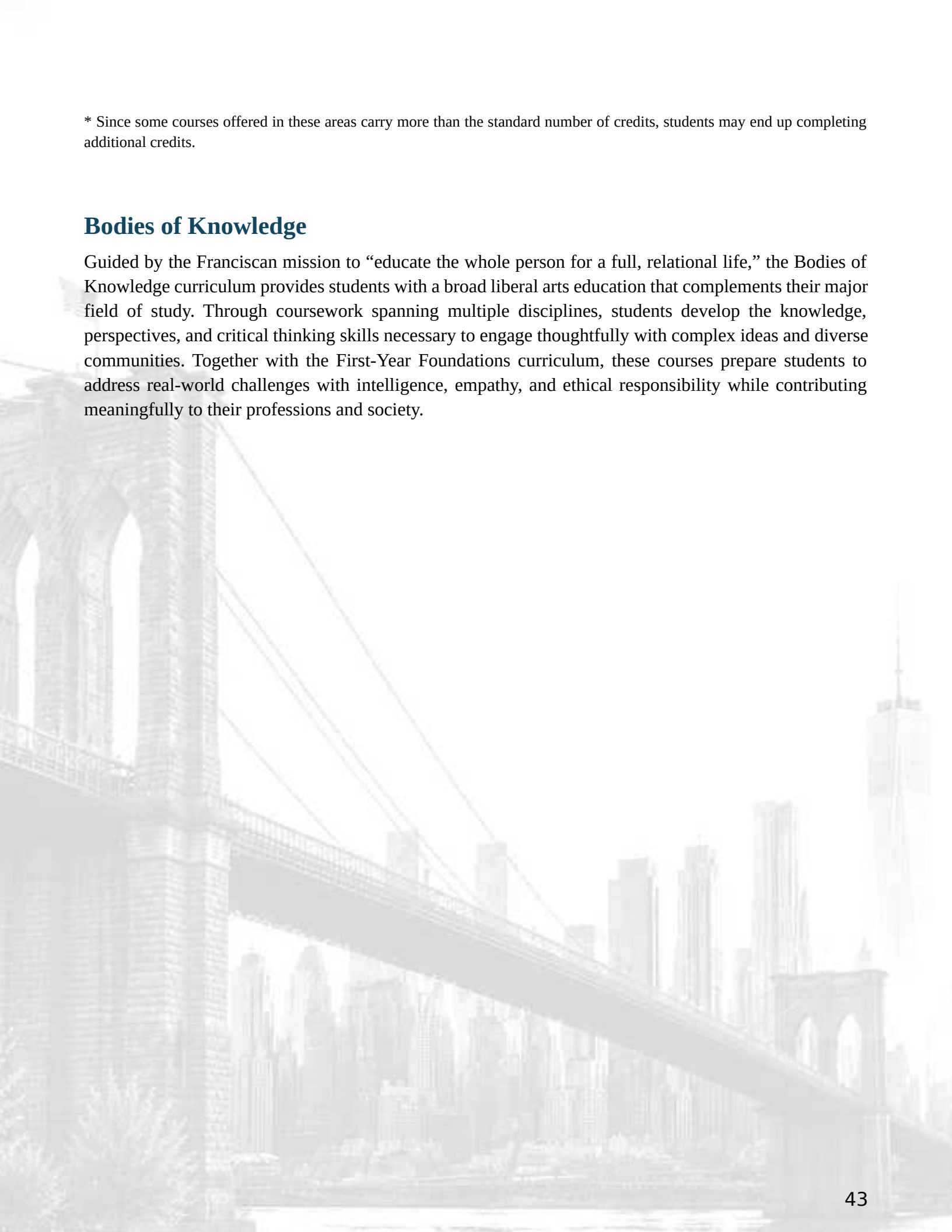
First Year College		
Code	**Title**	**Credits**
FS	Understanding College	3
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics*	3
DL	Digital Literacy	3
Bodies of Knowledge		
ALC	Arts and Literature across Cultures	3
NSS	Natural Sciences*	3
EP	Ethics and Philosophy	3
SSS	Social Sciences	3
HGP	Historical and Global Perspectives	3
FH	Personal Wellness*	2
RS	Religion	3
	Total Credits	**33**

Note:

* Since some courses offered in these areas carry more than the standard number of credits, students may end up completing additional credits.

Bodies of Knowledge

Guided by the Franciscan mission to “educate the whole person for a full, relational life,” the Bodies of Knowledge curriculum provides students with a broad liberal arts education that complements their major field of study. Through coursework spanning multiple disciplines, students develop the knowledge, perspectives, and critical thinking skills necessary to engage thoughtfully with complex ideas and diverse communities. Together with the First-Year Foundations curriculum, these courses prepare students to address real-world challenges with intelligence, empathy, and ethical responsibility while contributing meaningfully to their professions and society.



First Year College	**Understanding College (FS)**	SFC-1001	First-Year Experience
	Writing (WRI1) Presentation (OC1)	WRI-1100	Writing and Research
		COM-1000	Fundamentals of Public Speaking
		HON-5101	Honors Freshman Seminar 1
		HON-5102	Honors Freshman Seminar 2
	Digital Literacy (DL)	IT-1001	Computer Tools
		IT-1002	App Design and Development in the Humanities
		LWP-1000	Introduction to Digital Humanities
		PSY-1000	Information Literacy and Research
	Quantitative Reasoning (QR1)	Math-1104	Math for Liberal Arts
		Math-1105	College Algebra
		Math-1104C	Math for Liberal Arts Corequisite
		Math-1105C	College Algebra Corequisite
		Any other Math course higher than 1104	
Bodies of Knowledge (BoK)	**Arts and Literature across Cultures (ALC)**	AMS-1001	American Culture and Conflict
		BIO-2200	Art and Ecology
		COM-1001	Introduction to Media Production
		COM-2001	Writing for Media
		COM-2111	Language of Film
		ENT-1777	Design Thinking and Innovation
		FA-1401	Music of the Western World
		FA-1402	Orientation in Art
		FA-1403	Music of Many Cultures
		FA-1404	American Music
		FA-1410	Popular World Music
		FA-1420	American Art
		FA-2409	Art of Social Change in the US
		FA-2410	Art in New York City
		HIS-2314	Topics in Public History
		IDS-2200	Art and Ecology
		IDS-2205	Biomimicry
		LWP-1101	Literature across Cultures
		LWP-2000	Walt Whitman's America
		LWP-2100	Writing and Publishing
		LWP-2104	Story in the Digital Age
		LWP-2105	Exploring American Literature
		LWP-2106	Exploring British Literature
		LWP-2107	Exploring World Literature
		LWP-2108	Latinx Literature
		LWP-2109	African Diaspora in Caribbean and U.S. Literature
		LWP-2125	Immigrant Literature

		LWP-2150	Constructing Gender in American Literature
		LWP-2220	War & Writing in American Letters
		LWP-2603	Literature and Photography
		LWP-2901	Multigenre Creative Writing
		WRI-2100	Writing Fiction
	Natural Sciences (NSS)	BIO-1000	Ecology and the Environment
		BIO-1101	Introduction to Human Biology
		BIO-1107	Anatomy & Physiology I
		BIO-1108	Anatomy & Physiology II
		BIO-1140	Anatomy/Physiology: Health Science I
		BIO-1141	Anatomy/Physiology: Health Science II
		BIO-1150	Forensic Biology
		BIO-1201	General Biology I
		BIO-1202	General Biology II
		IDS-2205	Biomimicry
		IDS-2200	Art and Ecology
		PHY-1001	Physics and the Modern World
		PSY-2100	Intro: Psychological Research
	Ethics and Philosophy (EP)	BUS-2004	Corporate Social Responsibility in Film Career
		PHI-1101	Basic Problems in Philosophy
		PHI-1114	Logic and Argumentation
		PHI-2201	Human Nature
		PHI-2203	Theories of Knowledge
		PHI-2205	Happiness and Pleasure
		PHI-2211	Existentialism
		PHI-2212	Latin American Philosophy
		PHI-2310	American Philosophy
		PHI-2316	Art and Aesthetics
		PHI-2327	Theory of Being
		PHI-2341	Authority and Law
		PHI-2342	Business Ethics
		PHI-2344	Philosophy and the Natural World
		PHI-2403	The Good Life
		PHI-2431	Ancient Greek Philosophy
		PHI-2502	Medical Ethics
		PHI-2404	Political Philosophy
		REL-2113	The Story of American Evangelicalism
	Social Sciences (SSS)	AMS-1001	American Culture and Conflict
		COM-2000	Mass Communications
		COM-2015	Mass Media and Society
		COM-2040	Interpersonal Communication
		ECO-1201	Principles of Macroeconomics

		ECO-2202	Principles of Microeconomics
		ENT-1001	Intro to Entrepreneurship
		GLS/PSC 2001	Global Citizenship
		GLS-2002	Global Cuisines of New York City
		HIS-2201	New York on Location
		PSC-1100	American National Government
		PSY-1100	General Psychology
		PSY-2201	Developmental Psychology
		PSY-1108	Life-Span Development
		SOC-1000	Principles of Sociology
		SOC-2020	Global Migration
		SOC-2036	Immigration: Issues and Concerns
		SOC-2045	Immigrant to New York
		SOC-1070	Sociology of Minority Groups
		WGS-2001	Intro to Gender Studies
		GLS-1242	Feminist Activism in France
	Historical and Global Perspectives (HGP)	GLS/ITA 1300	Mafia in Fiction & History
		GLS-2102/ PSC-2102	Islam, Democracy, and Human Rights
		ECO-1202	Global Economy: History, Theory, and Issues
		HIS-1201	US History 1896 to Present
		HIS-1200	Understanding Human Rights
		HIS-1302	Survey of World History since 1500
		HIS-2401	US History Age of Discovery 1789
		HIS-2404	Modern European History: The Long Nineteenth Century
		GLS-1240	Peoples/Cultures of Contemporary Asia/Africa World I
		GLS-1241	Peoples/Cultures of the Contemporary World II
		MKT-2204	Gender and Sexuality in Marketing*
		PSC-1200	Understanding Human Rights
		HON-5401	Diplomacy
		GLS-1101	Introduction to Global Studies
	Personal Wellness (FH)	FIT-1132	Basic Yoga*
		FIT-1102	Exercise, Fitness, and Weight Control*
		FIT-1145	Dance and Rhythmic Skills*
		HS-1001	Health Issues
		HS-1201	Community Health
		HS-1206	Safety and First Aid
		HS-1207	Nutrition
		HS-1302	Consumer Health

		HS-1305	Coping with Stress
		HS-1306	Healing and Wholeness
		HS-1403	Women's Health Issues
		HS-1419	Death, Loss, and Grief
		HS-1501	Introduction to Public Health
		HS-2150	Methods in Teaching Health
		HS-2151	Theory and Research in Health Promotion
		HS-2240	Introduction to Environmental Public Health
		HS-2406	Epidemiology
		BUS-1028	Franciscan Career Transformation*
		REL-1108	Wellness/Mindfulness
	Religion (RS)	REL-1101	Survey of the World's Religions
		REL-1301	Introduction to Hebrew Bible
		REL-1302	Introduction to the New Testament
		REL-1202	Judaism
		REL-1112	Death and the Afterlife
		REL-1201	The Christian Tradition
		REL-1203	Islam
		REL-1206	Buddhism
		REL-1106	Saint Francis and Saint Clare
		REL-1107	Sacred Movement and Sacred Space
Honors		BIO-5403	Honoring the Parks
		BL-5301	The Law of Death & Dying
		CHE-5001	Understanding Our Environment
		CJ-5400	Culture and Crime
		COM 5014	Collective Memory, Culture, and Communication
		COM 5600	Global Communication
		COM-5010	American Cinema
		COM-5011	Critical Studies in Film
		COM-5013	Studies in German Cinema
		COM-5015	Media and Politics
		ECO 5403	Radical Economic Thought
		EXM 5000	Social Controversies in Sport
		FA-5416	Public Art
		FA-5441	Music, Art, and Architecture in Venice and the Veneto
		HIS-5401	Amsterdam and New Amsterdam
		HIS-5404	Cults and Conspiracy Theories
		HIS-5420	New York City in the American Urban Experience
		HON-5429	Children and Adolescents in Global Society

	HON-5400	Viable Sustainable Businesses
	HON-5401	Diplomacy
	GLS-2102/ PSC-2102	Islam, Democracy, and Human Rights*
	HON-5403	Introduction to Human Geography
	LWP-5401	Literature and Art of the Franciscan Tradition
	LWP-5402	American Nobel Laureates
	LWP-5405	Perspectives of Gender and Health
	LWP-5407	Utopian & Dystopian Lit
	LWP 5408	Neurodiversity in Fiction and Film
	MAT-5400	The Infinite
	PHI-5402	The Infinite
	PHI-5405	Philos. Of Gender in Film
	PHI-5406	Myth and Social Order
	PHI-5407	Genesis & the Meaning of Life
	PH-5408	Human Dignity and the Philosophical Foundations of Human Rights
	PSC-5400	Political Themes in American Entertainment
	PSY-5419	Marine Mammal Cognition
	PSY-5420	Morality in Cultural Perspective
	PSY-5470	Children and Adolescents in a Cross-Cultural Context
	REL-5309	The Environmental Crisis and the World's Religions
	REL-5310	The End of the World
	REL-5350	Religion and Science
	REL-5357	Brooklyn Jews
	REL-5358	Genesis
	SCI-5001	Religion and Science
	SOC 5010	Contemporary Migration
	SOC-5402	Human Genome
	SOC-5404	Cults and Conspiracy Theories
	SPA-5401	Latino Culture and Literature

Liberal Arts requirements and courses

New York State requires that a certain percentage of degree credits be taken from courses in the Liberal Arts category:

- Associate of Arts (A.A.) degrees must include at least 45 Liberal Arts credits (75% of a 60-credit degree).
- Bachelor of Arts (B.A.) degrees must include at least 90 Liberal Arts credits (75% of a 120-credit degree).

- Associate of Science (A.S.) degrees must include at least 30 Liberal Arts credits (50% of a 60-credit degree).
- Bachelor of Science (B.S.) degrees must include at least 60 Liberal Arts credits (50% of a 120-credit degree).

Liberal Arts courses must be selected from AMJ, AML, AMS, BIO, BRL, CHE, COM, DRA, ECO, ENG, LWP, FA, FL, FRE, GLS, GRK, HIS, HON, HS, ICS, IDS, ITA, LA, LAT, LWP, MAT, PHI, PHY, PSC, PSY, REL, SCI, SOC, SPA, SS, WRI, WGS listings.

Institutional Residency Requirement

Students must complete at least 30 credits at St. Francis College to earn an undergraduate degree, unless the Academic Dean approves an exception.

Graduation Honors

Graduation honors are inscribed on baccalaureate diplomas and, when feasible, recorded in the published list of graduates.

Graduation Honor	Minimum Index
Summa Cum Laude	3.8
Magna Cum Laude	3.6
Cum Laude	3.4

Participation in Commencement

Only students who have completed all requirements by the end of Spring term will be eligible to participate in the May commencement, according to the Commencement Policy.

Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, gives students certain rights and protections regarding their educational records maintained by St. Francis College.

Students have the right to inspect and review their education records within 45 days after the College receives a request for access.

Students who wish to review their records must submit a written request to the Registrar, Dean, department head, or another appropriate College official. The request should clearly identify the records they want to inspect. The College official will arrange access and inform the student of the time and location where the

records can be reviewed. If the records are not maintained by that official, the student will be directed to the appropriate person.

Students also have the right to request corrections to their records if they believe the information is inaccurate, misleading, or violates their privacy or other rights.

Students who believe their records contain incorrect or misleading information may request an amendment by writing to the College official responsible for the record. The request should identify the specific part of the record to be changed and explain why it is inaccurate or misleading.

If the College decides not to amend the record, the student will be notified of the decision and informed of the right to request a hearing regarding the matter. Additional information about the hearing process will be provided at that time.

Students have the right to consent to disclosure of personally identifiable information contained in their education records, except that information which FERPA authorizes disclosure without consent (a representative list of exceptions appears below).

Students have the right to file a complaint with the U.S. Department of Education if they believe the College has failed to comply with FERPA regulations.

Complaints may be directed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

The College may deny access to the following categories of records:

- Financial information submitted by parents.
- Confidential letters or recommendations placed in the file prior to January 1, 1975.
- Confidential letters or recommendations to which the student has waived rights of inspection.
- Private records of instructors, counselors, or administrators kept for their own use.
- Medical, psychiatric, psychological, or similar records.

The College may disclose educational records without a student's written consent in certain situations permitted under FERPA:

- To College personnel who have a legitimate educational interest in the records, including faculty, staff, and employees assisting them in carrying out their educational or administrative responsibilities. St. Francis College defines a "legitimate educational interest" as needing access to records to fulfill employment responsibilities.
- To officials at schools, colleges, or universities participating in cross-enrollment programs.
- To officials at other colleges or universities where the student intends to enroll.

- To accrediting organizations carrying out approved accreditation functions.
- To certain officials of the U.S. Department of Education, the Comptroller General, and state or local educational authorities in connection with state or federally supported education programs.
- In connection with a student's request for or receipt of financial aid, including determining eligibility, award amounts, conditions of aid, or enforcing financial aid terms. Information may also be shared with organizations conducting approved educational or financial aid studies.
- If disclosure is required by a state law adopted before November 19, 1974.
- To parents of students who are claimed as dependents for federal income tax purposes.
- College officials are authorized to review parent federal income tax information to determine dependency status under IRS guidelines. In such cases, FERPA and College policy allow disclosure of student educational records to parents without written student consent. The College is not required to notify students or maintain records of these disclosures.
- To individuals or organizations complying with a judicial order or lawfully issued subpoena, with notice sent to the student's last known address when required.
- In health or safety emergencies, if College officials determine the information is necessary to protect the student or others.
- Students' names and St. Francis College email addresses may also be accessible to faculty, staff, and students through the College's computer systems, including email and learning management platforms.
- Certain state and federal laws may modify rights provided under FERPA, including laws related to SEVIS and immigration compliance, Megan's Law, the Solomon Amendment, and NCES requirements.

IPEDS/Student Right-to-Know compliance. St. Francis College releases education records as these laws require.

Student Directory information may be released without the student's prior consent. St. Francis College defines the following as Directory information:

- student's name.
- address, telephone number(s), and email address(es).
- age (or date of birth) and place of birth.
- photographs.
- major and minor fields of study.
- level (undergraduate/graduate) and class year.
- schedule(s) of classes, enrollment load(s) (full-time/part-time), and dates of attendance.
- matriculation status and date.
- honors and awards.
- degrees received (including date of award).
- previous institutions attended.
- participation in clubs, sports, or student activities.

- height and weight of members of athletic teams.

To withhold information, students must make a formal request by submitting a signed, dated letter to the Office of the Registrar.

Students are advised that withholding information may carry certain consequences. For example, if a non-disclosure order is in effect, the student may not participate in intercollegiate athletics where team rosters are published or in commencement ceremonies. St. Francis College assumes no liability for honoring the student's instructions to withhold information.

For additional information, contact the Office of the Registrar at registrar@sfc.edu.

Programs of Study

I. Division: Business, Accounting, and Entrepreneurship

Business, Accounting & Entrepreneurship | St. Francis College

The mission of the Division of Business, Accounting, and Entrepreneurship is to graduate students of integrity and responsibility who possess a strong foundation in the liberal arts, along with the professional knowledge and skills necessary to pursue and develop successful careers in business, government, and commerce. The Division is responsible for developing and offering business-related and professional courses that support this mission.

I.1. Department: Accounting and Business Law

Accounting and Business Law | St. Francis College

I.2. Department: Management and Information Technology

Management & Information Technology | St. Francis College

I.3. Department: Mathematics

Mathematics | St. Francis College

II. Division: Human Science, Sociocultural Studies & Social Justice

Human Science, Sociocultural Studies & Social Justice | St. Francis College

The Division of Human Science, Sociocultural Studies & Social Justice educates students in the fundamental principles of social sciences. Through both theoretical and empirical study, students gain an understanding of society's institutions and the relationships among individuals and groups, as shaped by cultural, historical, political, economic, and other social factors. This understanding of society and their place within it prepares students not only for future careers but also to participate meaningfully in and contribute responsibly to the communities and society of which they are a part.

II.1. Department: Economics, Law, History, and Political Science

Economics, History, Law, and Political Science | St. Francis College

II.2. Department: Psychology

Psychology | St. Francis College

II.3. Department: Sociology and Criminal Justice

Sociology and Criminal Justice | St. Francis College

III. Division: Interdisciplinary Studies, Humanities, and Education

Interdisciplinary Studies, Humanities, and Education | St. Francis College

Studies within the humanities provide the foundation for understanding human knowledge and how that knowledge can be examined, interpreted, and questioned. This intellectual inquiry, which lies at the heart of a liberal arts education, emphasizes the development of the whole person while fostering an appreciation of civilization and its foundations. By exploring the breadth of human knowledge and experience, courses in the humanities encourage students' intellectual, emotional, and spiritual growth within an environment of rigorous scholarship and lifelong learning. The Division of Interdisciplinary Studies, Humanities, and Education is committed to promoting intellectual growth and curiosity; exploring diverse modes of communication, expression, and thought; cultivating critical thinking and self-awareness; providing a strong foundation in the humanities and related disciplines; and fostering an appreciation for the richness and diversity of human cultures and societies.

III.1. Department: Media and Communication

Media and Communication | St. Francis College

III.2. Department: Interdisciplinary Studies and Arts

Interdisciplinary Studies and Arts | St. Francis College

III.3. Department: Literature, Writing, and Publishing

Literature, Writing, and Publishing | St. Francis College

III.4. Department: Philosophy and Religious Studies

Philosophy and Religious Studies | St. Francis College

III.5. Department: Education

Education | St. Francis College

IV. Division: Science & Health Science

Science & Health Science | St. Francis College

Consistent with the mission, goals, and objectives of St. Francis College, the Division of Science and Health Science seeks to prepare students of integrity by providing a strong foundation in the liberal arts together with the scientific knowledge and skills necessary for success in graduate and professional

programs, as well as careers in the sciences and health professions. The Division encompasses multiple academic disciplines and supports a variety of pre-health professions pathways through external affiliations.

IV.1. Department: Biology

Biology | St. Francis College

IV.2. Department: Chemistry, Physics, and Engineering

Chemistry, Physics, and Engineering | St. Francis College

IV.3. Department: Nursing

Nursing | St. Francis College

IV.4. Department: Health Sciences & Leadership

Health Sciences & Leadership | St. Francis College

IV.5. Department: Computer Science & Cybersecurity

Computer Science and Cybersecurity | St. Francis College

Department: Accounting and Business Law

Accounting and Business Law | St. Francis College

Department Mission:

To reflect the modern demands of the accounting profession, the mission of the Accounting and Business Law Department at St. Francis College has evolved to integrate emerging technologies and data-driven decision-making into its core curriculum.

Modern Curriculum Focus

In addition to traditional principles, today's students engage with:

• AI and Emerging Technology: The program emphasizes the integration of AI tools for accounting and business procedures, moving beyond simple software use to high-level tech proficiency.

• Data Analytics Expertise: Students use relevant computer software to transform raw data into strategic insights. The college specifically offers a Data Analytics and Excel certificate through a partnership with Becker.

• CPA Evolution Readiness: Coursework is aligned with the new CPA Evolution model, which requires deeper knowledge in specific "disciplines" like Information Systems and Controls (ISC) or Business Analysis and Reporting (BAR).

Strategic Professional Growth

• Business Intelligence: New course highlights include Advanced Accounting Information Systems and Accounting Information Technology & Design, focusing on how technology secures and optimizes financial data.

• Ethical Leadership: The mission reinforces that while tech is vital, the "human" element—honesty, integrity, and professional respect—remains the foundation for leadership in a digital world.

• Real-World Application: Through the SFC Forward strategic plan, the department has strengthened internship pathways to ensure students are prepared for the 21st-century global economy.

Transfer Student Integration

• Seamless Transition: Transfer students can directly enter these tech-forward tracks, with articulation agreements ensuring that their prior credits align with these modern degree requirements.

• Flexible Learning: To accommodate non-traditional students, SFC has expanded remote and hybrid learning options, preparing all students for the flexible workplace environments of today.

well as specific courses involved in the CPA evolution track.

Faculty:

- Louis D'Elia, D.B.A., Associate Professor & Chairperson & Director of the Graduate Program in Accounting and Business Law
- Hanae Benaly, M.S., Lecturer
- John Lombardo, M.B.A., Senior Lecturer

Programs:

- Accounting, B.S.
- Accounting, B.S./M.S. (C.P.A. Track)
- Corporate Accounting, Minor for Management Majors
- Corporate Accounting, Minor for Non-Management Majors

Program: Accounting, B.S.

Accounting, B.S. | St. Francis College

Program Overview:

The 120-credit track provides the foundational Bachelor of Science degree.

- Degree Awarded: Bachelor of Science
- Timeframe: Typically completed in four years
- CPA Eligibility: Allows students to sit for the CPA examination (at 120 credits). To achieve licensure, students must either meet the 150-credit requirement or obtain 2 years of relevant experience.
- Course Focus: Foundational accounting, management, and private-sector reporting.
- Career Path: Corporate accounting, government agencies, and nonprofit management.

The first three years of both tracks are often identical, allowing transfer students to pivot into the B.S./M.S. program if they maintain a strong GPA in their accounting core.

The 120-credit track prioritizes general business operations, such as Organizational Behavior and Strategic Decision-Making, preparing students for immediate entry into corporate roles.

Program Learning Objectives:

PLO 1: Demonstrate the ability to prepare, interpret, and analyze financial statements in accordance with generally accepted accounting principles (GAAP), auditing standards, and other appropriate professional pronouncements of the accounting profession.
PLO 2: Conduct themselves in an appropriate ethical manner with honesty and integrity in their professional endeavors by demonstrating professional conduct and demeanor in business settings.
PLO 3: Communicate accounting information effectively to a professional audience consisting of business clients, investors, regulatory authorities.
PLO 4: Apply their knowledge of the design and application of information technology to identify the risks and benefits associated with this technology.
PLO 5: Think critically and develop a systemic and rational approach in their decision-making skills to successfully handle challenges that arise in the business arena.
PLO 6: Perform tasks in a team-oriented environment and work with others to achieve a common goal.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
MAT-1105	College Algebra (or higher)	
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
ECO-1201	Principles of Macroeconomics	
ECO-2202	Principles of Microeconomics	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
HS-1001	Health issues	
RS	Religion	3
	Major Requirements	**64**
ACC-1101	Elementary Accounting I	4
ACC-1102	Elementary Accounting II	4
ACC-2101	Intermediate Accounting I	4
ACC-2102	Intermediate Accounting II	4
ACC-2201	Accounting Information Systems	3
ACC-3301	Cost Accounting	3
ACC-4401	Auditing Principles	3
ACC-4101	Advanced Accounting Problems	3
ACC-4501	Taxation for Individuals	3
BL-2101	Business Law I	3
BL-2102	Business Law II	3
BUS-1001	Organization and Management	3
BUS-4998	Capstone Business Policies	3
ECO-2306	Money and Banking	3
ECO-3331	Principles of Finance	3
MKT-2201	Introduction to Marketing	3
MAT-1109	Mathematics for Managerial Sciences	3
BAN-3301	Descriptive Analytics and Visualization	3
PHI-2342	Business Ethics	3
WRI-2250	Business Communication	3
	Liberal Arts	**9**
	Total credits	**121**

Program: Accounting, B.S./M.S. (C.P.A. Track)

Accounting, B.S./M.S. (C.P.A. Track) | St. Francis College

Program Overview:

St. Francis College (SFC) has integrated high-level technical training and specialized coursework into its Accounting program to meet the requirements of the CPA Evolution and the modern digital workforce.

Becker Microsoft Excel & Data Analytics Certificate

SFC partners with Becker Professional Education to bridge the gap in data proficiency by embedding a professional certificate directly into the graduate-level curriculum.

Structure: The program consists of 14 on-demand modules that cover everything from foundational formulas to advanced data visualization.

Key Topics

- Foundations: VLOOKUP, pivot tables, INDEX/MATCH, and logical functions (IF/IFS).
- Analytics: Using Excel for data cleansing, Power Query, and advanced analytical modeling.
- Visualization: Creating professional dashboards and charts to communicate financial insights.
- Academic Integration: Earning this certificate is often a required component of a student's final grade. Students must complete all modules with a minimum score (typically 70% or higher) to receive the professional credential.

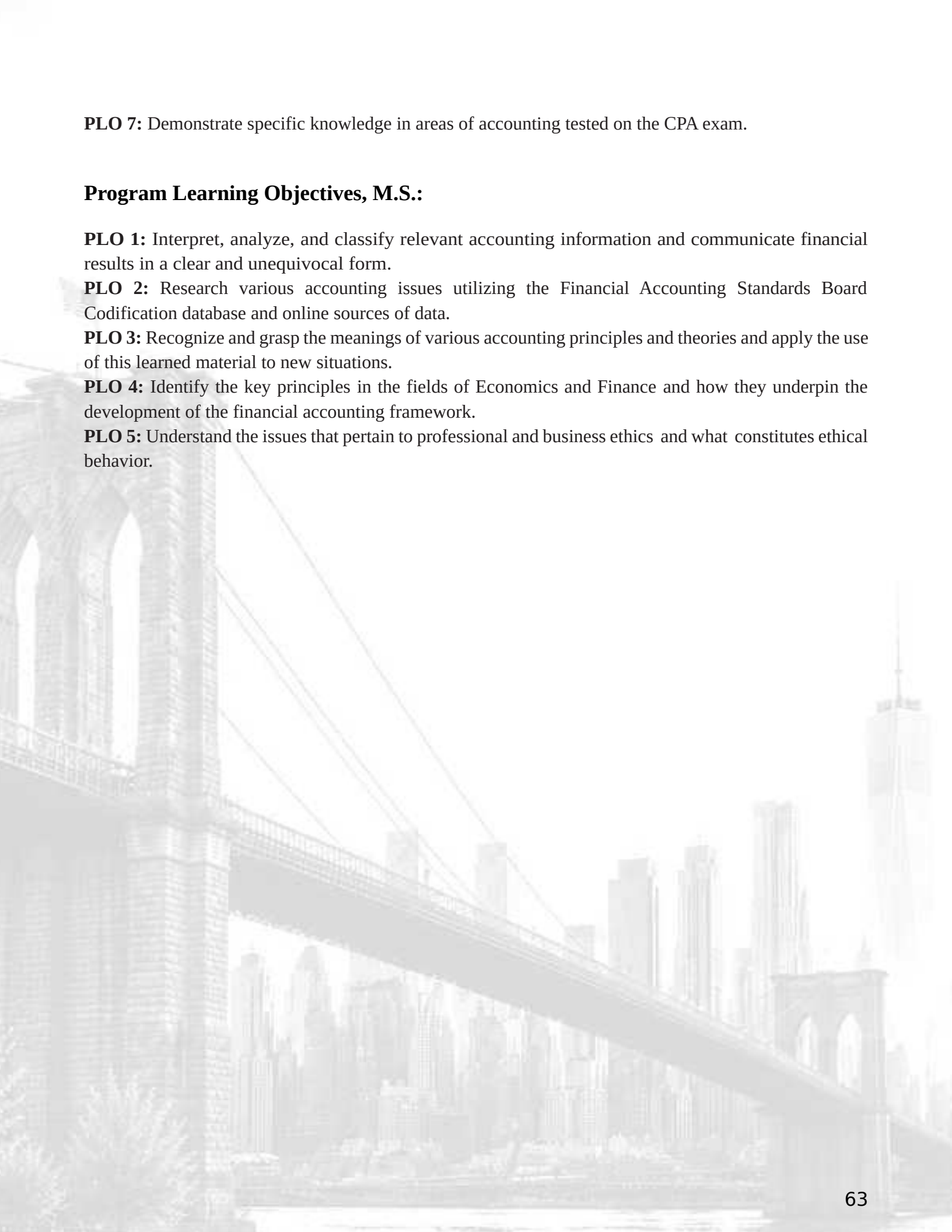
Program Learning Objectives, B.S.:

PLO 1: Demonstrate the ability to prepare, interpret, and analyze financial statements in accordance with generally accepted accounting principles (GAAP), auditing standards, and other appropriate professional pronouncements of the accounting profession.
PLO 2: Conduct themselves in an appropriate ethical manner with honesty and integrity in their professional endeavors by demonstrating professional conduct and demeanor in business settings.
PLO 3: Communicate accounting information effectively to a professional audience consisting of business clients, investors, regulatory authorities.
PLO 4: Apply their knowledge of the design and application of information technology to identify the risks and benefits associated with this technology.
PLO 5: Think critically and develop a systemic and rational approach in their decision-making skills to successfully handle challenges that arise in the business arena.
PLO 6: Perform tasks in a team-oriented environment and work with others to achieve a common goal.

PLO 7: Demonstrate specific knowledge in areas of accounting tested on the CPA exam.

Program Learning Objectives, M.S.:

PLO 1: Interpret, analyze, and classify relevant accounting information and communicate financial results in a clear and unequivocal form.
PLO 2: Research various accounting issues utilizing the Financial Accounting Standards Board Codification database and online sources of data.
PLO 3: Recognize and grasp the meanings of various accounting principles and theories and apply the use of this learned material to new situations.
PLO 4: Identify the key principles in the fields of Economics and Finance and how they underpin the development of the financial accounting framework.
PLO 5: Understand the issues that pertain to professional and business ethics and what constitutes ethical behavior.



Program Requirements:

Code	Title	Credits
	General Education Program	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
MAT-1105	College Algebra (or higher)	
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
ECO-1201	Principles of Macroeconomics	
ECO-2202	Principles of Microeconomics	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
HS-1001	Health Issues	
RS	Religion	3
	Major Requirements	**58**
ACC-1101	Elementary Accounting I	4
ACC-1102	Elementary Accounting II	4
ACC-2101	Intermediate Accounting I	4
ACC-2102	Intermediate Accounting II	4
ACC-2201	Accounting Information Systems	3
ACC-3301	Cost Accounting	3
ACC-4101	Advanced Accounting Problems	3
ACC-4401	Auditing Principles	3
ACC-4501	Taxation for Individuals	3
BL-2101	Business Law 1	3
BL-2102	Business Law II	3
BUS-1001	Organization and Management	3
ECO-2306	Money and Banking	3
ECO-3331	Principles of Finance	3
MAT-1109	Math for Managerial Sciences	3
MKT-2201	Introduction to Marketing	3
BAN-3301	Descriptive Analytics and Visualization	3
WRI-2250	Business Communication	3
	Liberal Arts	**9**
	General Electives	**6**
	Graduate Courses	**30**
ACC-6202	Advanced Accounting Information Systems	3
ACC-6402	Advanced Auditing	4
ACC-6502	Taxation for Business Organizations	4
ACC-7998	Graduate Seminar in Accounting	4
BUS-7999	Business Policies Capstone	3
ECO-6411	Economics Theory and Analysis	3
FIN-6501	Advanced Finance	3
PHI-7342	Business Ethics	3
BAN-6308	Business Analytics	3
	Total Credits	**151**

Program: Corporate Accounting, Minor for Management Majors

Corporate Accounting, Minor for Management Majors | St. Francis College

Program Overview:

The Corporate Accounting Minor for Management majors provides students with a foundational understanding of accounting principles and financial reporting within a business environment. The program introduces the core concepts organizations use to record, analyze, and interpret financial information for decision-making and strategic planning. Through coursework in financial accounting, managerial accounting, and related business topics, students develop the analytical and quantitative skills needed to understand how financial data supports corporate operations, performance evaluation, and long-term planning. Designed to complement majors in business, management, finance, economics, and related disciplines, the Corporate Accounting Minor prepares students to apply accounting knowledge in a variety of professional settings. It also provides a strong foundation for students pursuing careers in accounting, finance, corporate management, or further study in business and accounting-related fields.

Program Learning Objectives:

PLO 1: Demonstrate the ability to prepare, interpret, and analyze financial statements in accordance with generally accepted accounting principles (GAAP), auditing standards, and other appropriate professional pronouncements of the accounting profession.
PLO 2: Conduct themselves in an appropriate ethical manner with honesty and integrity in their professional endeavors by demonstrating professional conduct and demeanor in business settings.
PLO 3: Communicate accounting information effectively to a professional audience consisting of business clients, investors, regulatory authorities.

Program Requirements:

Code	Title	Credits
ACC-1101	Elementary Accounting I	4
ACC-1102	Elementary Accounting II	4
ACC-2201	Accounting Information Systems	3
ACC-4401	Auditing Principles	3
ACC-4501	Taxation for Individuals	3
IT-1001	Computer Tools	3
	Total Credits	**20**

Program: Corporate Accounting, Minor for Non-Management Majors

Corporate Accounting, Minor for Non-Management Majors | St. Francis College

Program Overview:

The Corporate Accounting Minor is designed for students outside the Management major who want to build a strong foundation in accounting principles and financial decision-making. The program equips students with essential knowledge of financial reporting, managerial accounting, and business operations, preparing them to analyze financial information and enhance their career opportunities across a wide range of industries.

Program Learning Objectives:

PLO 1: Demonstrate the ability to prepare, interpret, and analyze financial statements in accordance with generally accepted accounting principles (GAAP), auditing standards, and other appropriate professional pronouncements of the accounting profession.
PLO 2: Conduct themselves in an appropriate ethical manner with honesty and integrity in their professional endeavors by demonstrating professional conduct and demeanor in business settings.
PLO 3: Communicate accounting information effectively to a professional audience consisting of business clients, investors, regulatory authorities.
PLO 4: Apply their knowledge of the design and application of information technology to identify the risks and benefits associated with this technology.
PLO 5: Think critically and develop a systemic and rational approach in their decision-making skills to successfully handle challenges that arise in the business arena.
PLO 6: Perform tasks in a team-oriented environment and work with others to achieve a common goal.

Program Requirements:

Code	Title	Credits
ACC-1101	Elementary Accounting I	4
ACC-1102	Elementary Accounting II	4
ACC-2201	Accounting Information Systems	3
ACC-4501	Taxation for Individuals	3
IT-1001	Computer Tools	3
	Total Credits	**17**

Department: Biology

Biology | St. Francis College

Department Mission:

Biology is the study of living organisms at the molecular, microscopic, and systemic levels and deals with the interrelation of life forms and their environments. Students will learn concepts in classical biology, molecular and cellular biology, biotechnology, and medicine that are current and cutting-edge. Students will be prepared for future career paths including graduate study, professional training in the medical sciences and allied health fields, teaching, and employment in industry concerned with the biological sciences. Besides the traditional classroom experience, biology majors are encouraged to consider the diverse opportunities available through research, field placements, internships, or semesters at other academic institutions, both domestic and abroad. Taking full advantage of these opportunities requires careful planning, and students are urged to discuss their plans and interests with their academic advisors early. It is also our goal to acquaint non-science students with the issues presented by both human biology and the physical environment.

Faculty:

- Katsuhiro Kita, Ph.D., Assistant Professor & Chairperson
- Allen Burdowski, Ph.D., Professor
- Maria Serrano de Sousa Frias, Ph.D., Assistant Professor
- Emily Herstoff, Ph.D., Assistant Professor
- Kathleen Nolan, Ph.D., Professor Emerita

Programs:

- Program: Biology, B.S.
- Program: Biomedical Science (Podiatric Medicine), B.S.
- Program: Biology, Minor

Program: Biology, B.S.

Biology, B.S. | St. Francis College

Program Overview:

A Bachelor of Science degree in Biology from St. Francis College means learning from top-flight professors and access to state-of-the-art labs. Students are trained in classical biology, as well as cutting-edge concepts in molecular and cellular biology, biotechnology, and medicine. They will leave prepared for graduate study, professional training in the medical sciences and allied health fields, teaching, or employment in industry concerned with the biological sciences.

St. Francis College Bachelor's in Biology graduates go on to earn master's and doctoral degrees from many prestigious universities. Many go on to work as physicians, physician assistants, veterinarians, dentists, podiatrists, scientists, teachers, x-ray technicians, sonographers, and nurses, while others pursue careers at biotechnology firms, hospitals, pharmaceutical companies, and universities.

Underlying the focused, outcomes-driven Biology major curriculum is SFC's robust General Education Program. The General Education Program is the cornerstone of SFC and affirms its mission to graduate educated, well-rounded individuals who enter the workforce and strive to change and culturally diversify the world.

Program Learning Objectives:

PLO 1: Design and perform experiments that demonstrate the scientific method, incorporate vocabulary and class concepts; analyze data, and write a cogent lab report.
PLO 2: Make oral presentations that demonstrate the scientific method.
PLO 3: Demonstrate connections among population biology, ecology and evolution, molecular and cellular biology, and organismal biology, as well as among biology, chemistry and physics.
PLO 4: Make qualitative and quantitative assessments of their own data as well as that in scientific literature.
PLO 5: Create and explain illustrations of biological phenomena.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**52**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	10
CHE-1201	General Chemistry I	
CHE-1201L	General Chemistry I Lab	
CHE-1202	General Chemistry II	
CHE-1202L	General Chemistry II Lab	
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**63**
BIO-1201	General Biology I	3
BIO-1201L	General Biology I Laboratory	2
BIO-1202	General Biology II	3
BIO-1202L	General Biology II Laboratory	2
BIO-2250	Introduction to Cell Biology	3
BIO-2250L	Introduction to Cell Biology Laboratory	1
BIO-3303	Genetics	3
BIO-3303L	Genetics Laboratory	1
BIO-4998	Biology Seminar	1
	Select one course from Group A: Population Biology Ecology and Evolution	4
BIO- 2203	Invertebrate Zoology	
BIO-2203L	Invertebrate Zoology Laboratory	
BIO- 2204 & BIO-2204L	Ecology & Ecology Laboratory	
BIO-2208 & BIO-2208L	Evolution & Evolution Laboratory	
BIO-3302 & BIO-3302L	Botany & Botany Laboratory	
BIO-4005 & BIO-4005L	Parasitology & Parasitology Laboratory	
	Select one course from Group B: Molecular and Cellular Biology	4

BIO-2206 & BIO-2206L	Histology & Histology Laboratory	
BIO-3310 & BIO-3310L	Advanced Cell Biology & Advanced Cell Biology Laboratory	
BIO-3320 & BIO-3320L	Molecular Biology & Molecular Biology Laboratory	
BIO-4405 & BIO-4405	Immunology & Immunology Laboratory	
BIO-4480 & BIO-4480L	Bioinformatics & Bioinformatics Laboratory	
	Select one course from Group C: Organismal Biology	4
BIO-2202 & BIO-2202	Comparative Anatomy & Comparative Anatomy Laboratory	
BIO-2210 & BIO-2210	Developmental Biology & Departmental Biology Laboratory	
BIO-3300 & BIO-3300	Microbiology & Microbiology Laboratory	
BIO-3350 & BIO-3350L	Physiology & Physiology Laboratory	
BIO-4409 & BIO-4409	Neurobiology & Neurobiology Laboratory	
BIO-4420 & BIO-4420L	Virology & Virology Laboratory	
BIO-4403 & BIO-4403L	Endocrinology & Endocrinology Laboratory	
BIO-4450 & BIO-4450L	Pharmacology & Pharmacology Laboratory	
	Group D: Select one BIO course 2000 or higher	4
CHE-2101	Organic Chemistry I	4
CHE-2101L	Organic Chemistry I Laboratory	1
CHE-2102	Organic Chemistry II	4
CHE-2102L	Organic Chemistry II Laboratory	1
CHE-3001	Biochemistry	3
CHE-3001L	Biochemistry Laboratory	1
MAT-2202	Calculus I	4
PHY-2001	General Physics I	3
PHY-2001L	General Physics I Laboratory	1
PHY-2002	General Physics II	3
PHY-2002L	General Physics II Laboratory	1
	Select one of the following courses:	3
MAT-2203	Calculus II	
MAT-2301	Statistics	
	General Electives	**6**
	Total Credits	**122**

Program: Biomedical Science (Podiatric Medicine), B.S.

Biomedical Science (Podiatric Medicine), B.S. | St. Francis College

Program overview:

The Podiatric Medicine, B.S. program provides students with a strong foundation in the biological sciences and prepares them for admission to professional programs in podiatric medicine. The curriculum combines rigorous coursework in biology, chemistry, physics, and related sciences with hands-on laboratory experience that develops analytical thinking and scientific problem-solving skills. Students gain a comprehensive understanding of human anatomy, physiology, and health sciences while building the academic preparation required for professional study in podiatric medicine.

Throughout the program, students are guided in developing the knowledge, discipline, and professional skills needed for careers in healthcare. The curriculum emphasizes critical thinking, ethical responsibility, and the application of the scientific method, while also preparing students for the rigors of podiatric medical school. Graduates of the program are well prepared to pursue advanced study leading to a Doctor of Podiatric Medicine (DPM) degree and careers focused on diagnosing, treating, and preventing conditions affecting the foot, ankle, and lower extremities.

Program learning objectives:

PLO 1: Design and perform experiments that demonstrate the scientific method, incorporate vocabulary, and class concepts; analyze data, and write a cogent lab report.
PLO 2: Make oral presentations that demonstrate the scientific method.
PLO 3: Demonstrate connections among population biology, ecology and evolution, molecular and cellular biology, and organismal biology, as well as among biology, chemistry and physics.
PLO 4: Make qualitative and quantitative assessments of their own data as well as that in scientific literature.
PLO 5: Create and explain illustrations of biological phenomena.

Program requirements:

Code	Title	Credits
	General Education Requirements	**52**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	10
CHE-1201	General Chemistry I	
CHE-1201L	General Chemistry I Lab	
CHE-1202	General Chemistry II	
CHE-1202L	General Chemistry II Lab	
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**51**
BIO-1201	General Biology I	3
BIO-1201L	General Biology I Laboratory	2
BIO-1202	General Biology II	3
BIO-1202L	General Biology II Laboratory	2
BIO-2250	Introduction to Cell Biology	3
BIO-2250L	Introduction to Cell Biology Laboratory	1
BIO-3303	Genetics	3
BIO-3303	Genetics Lab	1
BIO-3320	Molecular Biology	3
BIO-3320L	Molecular Biology Laboratory	1
CHE-2101	Organic Chemistry I	4
CHE-2101L	Organic Chemistry I Laboratory	1
CHE-2102	Organic Chemistry II	4
CHE-2102L	Organic Chemistry II Laboratory	1
CHE-3001	Biochemistry	3
CHE-3001L	Biochemistry Laboratory	1
MAT-2202	Calculus I	4
MAT-2301	Statistics	3
PHY-2001	General Physics I	3
PHY-2001L	General Physics I Laboratory	1
PHY-2002	General Physics II	3
PHY-2002L	General Physics II Laboratory	1
	Biomedical Science credits in conjunction with Professional Medical Training	**33**
	Total Credits	**136**

Program: Biology, Minor

Biology, Minor | St. Francis College

Program Overview:

Biology Minor provides students with a strong foundation in the biological sciences through classroom instruction and hands-on laboratory experience. The program emphasizes scientific methods, critical thinking, and ethical responsibility while complementing a wide range of majors and preparing students for graduate study or careers in biology-related fields.

Students complete coursework in biology and related sciences, exploring topics such as cellular and molecular biology, genetics, evolution, and ecology. The minor also includes advanced biology electives, providing students with a broader understanding of biological sciences and strengthening their preparation for professional and academic opportunities.

Program Learning Objectives:

PLO 1: Design and perform experiments that demonstrate the scientific method, incorporate vocabulary, and class concepts; analyze data, and write a cogent lab report.
PLO 2: Make oral presentations that demonstrate the scientific method and biological phenomena.
PLO 3: Demonstrate connections among population biology, ecology and evolution, molecular and cellular biology, and organismal biology, as well as among biology, chemistry and physics.
PLO 4: Make qualitative and quantitative assessments of their own data as well as that in scientific literature.
PLO 5: Explain the applications and impacts of a variety of biological sciences in the real world.

Program Requirements:

Code	Title	Credits
BIO-1201	General Biology I	3
BIO-1201L	General Biology I Laboratory	2
BIO-1202	General Biology II	3
BIO-1202L	General Biology II Laboratory	2
BIO-2250	Introduction to Cell Biology	3
BIO-2250L	Introduction to Cell Biology Laboratory	1
CHE-1201	General Chemistry I	4
CHE-1201L	General Chemistry I Laboratory	1
CHE-1202	General Chemistry II	4
CHE-1202L	General Chemistry II Lab	1
	Total Credits	**24**

Certificate: Postbaccalaureate, Premedical Certificate Program

Post-Baccalaureate Premedical Certificate | St. Francis College

Program Overview:

- For more information, please watch the video here.

- Designed for career changers and aspiring physicians
  Provides the prerequisite coursework needed to apply to medical school.
- Comprehensive premed preparation at St. Francis College
  All required premedical courses are taught by our dedicated faculty, offering a strong academic foundation and personalized support.
- Clear pathway to medical school
  Graduates who successfully complete the program and earn a qualifying MCAT score are eligible to apply to medical school, with the opportunity to secure a seat at St. George's University School of Medicine.
- Mission-driven education
  Advances St. Francis College's mission by promoting a profession rooted in healing, compassion, and academic excellence.
- Attainable, high-quality program
  Enables students to complete MCAT-related coursework in a supportive setting at a cost more manageable than many comparable postbaccalaureate programs. Total price of program: $35,000 all included (tuition: $700 per credit for 50 credits, MCAT preparation, fees, premedical and admissions advisement)
- Flexible online and hybrid options
  Supports working professionals and students outside the New York City area, making the journey to medical school more attainable without putting life on hold.

Program Learning Objectives:

PLO 1: Apply chemistry, physics, and math concepts to biology.
PLO 2: Apply appropriate mathematical concepts to science.
PLO 3: Apply concepts from across multiple fields within biology, such as ecology, evolution, molecular, cellular, micro, and organismal biology.
PLO 4: Explain the structure, properties, and reactions of chemicals and biomolecules.

PLO 5: Apply appropriate safety principles when conducting scientific experiments.
PLO 6: Analyze data gathered through experiments or public data repositories.
PLO 7: Evaluate orally and in written work scientific data obtained by experiment.
PLO 8: Explain different physical phenomena.
PLO 9: Use data to make and test hypotheses, and draw general conclusions.
PLO 10: Develop skills necessary to complete an MD program.

Program Requirements:

Code	Title	Credits
BIO-1140 & BIO-1140L	Anatomy & Physiology I (lecture and lab)	4
BIO-1141 & BIO-1141L	Anatomy & Physiology II (lecture and lab)	4
BIO-1201 & BIO-1201 L	General Biology I (lecture and 3-day in person lab)	5
CHE-1201 & CHE-1201L	General Chemistry I (lecture and 3-day in-person lab)	5
CHE-1202 & CHE-1202L	General Chemistry II (lecture and lab)	5
CHE-2101 & CHE-2101L	Organic Chemistry I (lecture and lab)	5
CHE-2102 & CHE-2102L	Organic Chemistry II (lecture and lab)	5
SFC-1103	Learning Strategies for Pre-Professional Programs	3
CHE-3001 & CHE-3001L	Biochemistry (lecture and lab)	4
PHY-2001 & PHY-2001L	General Physics (lecture and lab)	4
PSY-3409	Abnormal Psychology	3
MAT-2301	Statistics	3
	Total Credits	**50**

To secure a seat at SGU School of Medicine, the following requirements must be met:

- Minimum 3.0 cumulative GPA
- Earn a C or better in required courses
- Minimum 493 on the MCAT
- Meet English proficiency requirements

Department: Chemistry, Physics, and Engineering

Chemistry, Physics, and Engineering | St. Francis College

Department Mission:

Within the context of liberal education, the department provides courses that expose students to the information, knowledge, and methods used in the physical / chemical sciences. In general, the purpose of the major is to prepare students for graduate and professional schools as well as for careers in the chemical, biotechnical or pharmaceutical industries. The department encourages Chemistry majors to fully explore the chemical sciences and allied fields through participation in research, seminars, and science-based clubs and activities. Department advisors assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Faculty:

- Filomena Califano, Ph.D., Professor & Chairperson
- Robin Helburn, Ph.D., Associate Professor
- Evelyn Wolfe, Ph.D., Professor

Programs:

- Chemistry, B.S.
- Chemistry, Minor
- 2+2 Computer Engineering, B.S. and 2+2 Electrical Engineering, B.S.
- 2+2 Civil Engineering, B.S.
- 2+2 Mechanical Engineering, B.S.
- 2+2 Chemical Engineering, B.S.

Program: Chemistry, B.S.

Chemistry, B.S. | St. Francis College

Program Overview:

The Chemistry, Physics, and Engineering programs at St. Francis College provide students with a strong foundation in the physical sciences and prepare them for a wide range of careers and advanced study in science, technology, engineering, medicine, and research.

Through rigorous coursework and hands-on laboratory experience, students develop the analytical, quantitative, and problem-solving skills essential for understanding the natural world and addressing complex scientific and technological challenges. These disciplines are deeply interconnected: chemistry helps explain the composition and reactions of matter, physics reveals the fundamental laws that govern energy and motion, and engineering applies these scientific principles to design innovative technologies and practical solutions.

Students gain experience in scientific theory, experimentation, and modern laboratory techniques while exploring how the physical sciences contribute to advances in healthcare, environmental protection, industry, and emerging technologies. The programs are supported by St. Francis College's strong General Education curriculum, which emphasizes critical thinking, ethical reasoning, communication, and interdisciplinary learning.

Together, these experiences prepare graduates to pursue careers in scientific research, engineering and technology fields, the chemical and pharmaceutical industries, education, and a variety of graduate and professional programs, including medicine, engineering, and other advanced scientific studies.

Program Learning Objectives:

PLO 1: Apply appropriate mathematical concepts to science.
PLO 2: Explain the structure, properties, and reactions of chemicals and biomolecules.
PLO 3: Apply appropriate safety principles when conducting scientific experiments.
PLO 4: Evaluate orally and in written work scientific data obtained by experiment.
PLO 5: Explain the various ways that science impacts our lives and the world around us.
PLO 6: Explain different physical phenomena.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**52**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	10
BIO-1201 & BIO-1201L	General Biology I & General Biology I Laboratory	
BIO-1202 & BIO-1202L	General Biology II & General Biology II Laboratory	
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**63**
CHE-1201	General Chemistry I	4
CHE-1201L	General Chemistry I Lab	1
CHE-1202	General Chemistry II	4
CHE-1202L	General Chemistry II Lab	1
CHE-2050	Analytical Chemistry	3
CHE-2050L	Analytical Chemistry Laboratory	1
CHE-2101	Organic Chemistry I	4
CHE-2101L	Organic Chemistry I Laboratory	1
CHE-2102	Organic Chemistry II	4
CHE-2102L	Organic Chemistry II Laboratory	1
CHE-2301	Inorganic Chemistry	3
CHE-2301L	Inorganic Chemistry Laboratory	1
CHE-3001	Biochemistry	3
CHE-3001L	Biochemistry Laboratory	1
CHE-4001	Physical Chemistry I	3
CHE-4001L	Physical Chemistry I Laboratory	1
CHE-4002	Physical Chemistry II	3
CHE-4002L	Physical Chemistry II Laboratory	1
CHE-4050	Instrumental Methods of Analysis	3
CHE-4050L	Instrumental Methods of Analysis Laboratory	1
CHE-4998	Senior Project	3
MAT-2202	Calculus I	4
MAT-2203	Calculus II	4
PHY-2001	General Physics I	3
PHY-2001L	General Physics I Laboratory	1
PHY-2002	General Physics II	3
PHY-2002L	General Physics II Lab	1
	General Electives	**6**
	Total Credits	**121**

Program: Chemistry, Minor

Chemistry, Minor | St. Francis College

Program Overview:

The Minor in Chemistry provides students who are majoring in other disciplines with the opportunity to develop a strong foundation in chemical principles and laboratory techniques. Through coursework in areas such as general chemistry and advanced chemistry electives, students gain a deeper understanding of the structure, properties, and reactions of matter. The minor strengthens analytical, quantitative, and problem-solving skills that are valuable in many fields, including health sciences, environmental studies, engineering, and education. By complementing a primary major with focused study in chemistry, students broaden their scientific knowledge and enhance their preparation for graduate study, professional programs, and a wide range of science-related careers.

Program Learning Objectives:

PLO 1: Apply appropriate mathematical concepts to science.
PLO 2: Explain the structure, properties, and reactions of chemicals and biomolecules.
PLO 3: Apply appropriate safety principles when conducting scientific experiments.
PLO 4: Evaluate orally and in written work scientific data obtained by experiment.
PLO 5: Explain the various ways that science impacts our lives and the world around us.
PLO 6: Explain different physical phenomena.

Program Requirements:

Code	Title	Credits
CHE-1201	General Chemistry I	4
CHE-1201L	General Chemistry I Lab	1
CHE-1202	General Chemistry II	4
CHE-1202L	General Chemistry II Lab	1
CHE-2101	Organic Chemistry I	4
CHE-2101L	Organic Chemistry I Lab	1
CHE-2102	Organic Chemistry II	4
CHE-2102L	Organic Chemistry II Lab	1
CHE-2050	Analytical Chemistry	3
CHE-2050L	Analytical Chemistry Laboratory	1
	Total Credits	**24**

Program: 2+2 Computer Engineering, B.S. and 2+2 Electrical Engineering, B.S.

2+2 Computer Engineering, B.S. and 2+2 Electrical Engineering, B.S. | St. Francis College

Program Overview:

As of fall 2024, St. Francis College (SFC) is partnered with Manhattan University (MU) to provide a continuous program for a B.S. in Computer Engineering and a B.S. in Electrical Engineering, taken across two institutions. Program highlights are as follows:

- Students enrolling in the program at SFC should declare an Associates in Liberal Arts as their major and should complete all the courses listed below.
- To continue at MU, SFC students must earn a grade of C (2.0) or better in all chemistry, physics and math courses, and have an overall GPA of 2.5 or better.
- Once SFC students complete all the courses, they will transfer to MU to complete their B.S. in Computer Engineering and their B.S. in Electrical Engineering. MU will accept 60 of the credits taken at SFC (See Appendix A below). St. Francis College students will matriculate into Manhattan University with junior standing.
- The application process from SFC to MU will be simplified for Computer Engineering and Electrical Engineering pathway candidates: the application fee, essay, letters of recommendation and enrollment deposit will be waived.
- Students admitted to MU from SFC who have earned a 3.0 cumulative GPA or higher will be automatically considered for merit-based scholarships. Students must enroll at MU as full-time, degree-seeking students and maintain a 3.0 GPA to renew their scholarship. The scholarship is renewable for up to two years or four semesters (fall and spring) of full-time coursework in a Bachelor's Degree program. Scholarships cannot be applied towards housing, fees, summer session, or graduate tuition. St. Francis College students may also be eligible for state and federal aid and are encouraged to submit the FAFSA as soon as it becomes available.

Program Learning Objectives:

PLO 1: Apply appropriate mathematical concepts to science.
PLO 2: Explain the structure, properties, and reactions of chemicals and biomolecules.
PLO 3: Apply appropriate safety principles when conducting scientific experiments.
PLO 4: Evaluate orally and in written work scientific data obtained by experiment.
PLO 5: Explain the various ways that science impacts our lives and the world around us.
PLO 6: Explain different physical phenomena.

Program Requirements:

After the completion of their first 60 transferable credits at St. Francis College, St. Francis College students must complete 74 credits at Manhattan University for a total of 134 credits.

Computer Engineering:

Code	Title	Credits
CHE-1201 & CHE-1201L	General Chemistry I & General Chemistry I Laboratory	4
MAT-2202	Calculus I*	4
WRI-1100	Writing and Research	3
PHY-2001 & PHY-2001L	General Physics I & General Physics I Laboratory	4
MAT-2203	Calculus II	4
	Select one REL course 1000 level	3
	Select one LWP course	3
	Select one REL course 2000 level	3
MAT-3304	Calculus III	4
MAT-3312	Linear Algebra	3
IT-1104	Programming I	3
	Select one REL course 3000 level	3
PHY-2001 & PHY-2001L	General Physics II & General Physics II Laboratory	4
MAT-3401	Differential Equations	4
	Select FOUR General Education Electives**	12
	Total Credits	**61**

*The credit discrepancy is because CHE 1201 and MAT 3312 are each one more credit at SFC than at MU.

**General Education Electives can be chosen from the following disciplines: History, Philosophy, Economics, Psychology, Sociology, Fine Arts, Political Science, English, or Education.

Electrical Engineering:

Code	Title	Credits
CHE -1201 & CHE -1201L	General Chemistry I & General Chemistry I Laboratory	4
MAT -2202	Calculus I*	4
WRI-1100	Writing and Research	3
PHY-2001 & PHY-2001L	General Physics I & General Physics I Laboratory	4
MAT-2203	Calculus II	4
	Select one REL course 1000 level	3
	Select one LWP course	3
	Select one REL course 2000 level	3
MAT-3304	Calculus III	4
MAT-3312	Linear Algebra	3
IT-1104	Programming I	3
	Select one REL course 3000 level	3
PHY-2001 & PHY-2001L	General Physics II & General Physics II Laboratory	4
MAT-3401	Differential Equations	4
	Select four General Education Electives**	12
	Total Credits	**60**

*The credit discrepancy is because CHE 1201 and MAT 3312 are each one more credit at SFC than at MU.

**General Education Electives can be chosen from the following disciplines: History, Philosophy, Economics, Psychology, Sociology, Fine Arts, Political Science, English, or Education.

Program: 2+2 Civil Engineering, B.S.

2+2 Civil Engineering, B.S. | St. Francis College

Program Overview:

As of fall 2024, St. Francis College (SFC) is partnered with Manhattan University (MU) to provide a continuous program for a B.S. in Civil Engineering, taken across two institutions. Program highlights are as follows:

Students enrolling in the program at SFC should declare an Associates in Liberal Arts as their major and should complete all the courses listed below.

To continue at MU, SFC students must earn a grade of C (2.0) or better in all chemistry, physics and math courses, and have an overall GPA of 2.5 or better.

Once SFC students complete all the courses, they will transfer to MU to complete their B.S. in Civil Engineering. MU will accept 65 of the credits taken at SFC (See Appendix A below). St. Francis College students will matriculate into Manhattan University with junior standing.

The application process from SFC to MU will be simplified for Civil Engineering pathway candidates: the application fee, essay, letters of recommendation and enrollment deposit will be waived.

Students admitted to MU from SFC who have earned a 3.0 cumulative GPA or higher will be automatically considered for merit-based scholarships. Students must enroll at MU as full-time, degree-seeking students and maintain a 3.0 GPA to renew their scholarship. The scholarship is renewable for up to two years or four semesters (fall and spring) of full-time coursework in a Bachelor's Degree program. Scholarships cannot be applied towards housing, fees, summer session, or graduate tuition. St. Francis College students may also be eligible for state and federal aid and are encouraged to submit the FAFSA as soon as it becomes available.

Program learning Objectives:

PLO 1: Apply appropriate mathematical concepts to science.
PLO 2: Explain the structure, properties, and reactions of chemicals and biomolecules.
PLO 3: Apply appropriate safety principles when conducting scientific experiments.
PLO 4: Evaluate orally and in written work scientific data obtained by experiment.
PLO 5: Explain the various ways that science impacts our lives and the world around us.
PLO 6: Explain different physical phenomena.

Program Requirements:

Code	Title	Credits
CHE-1201 & CHE-1201L	General Chemistry I & General Chemistry I Laboratory	4
MAT-2202	Calculus I*	4
WRI-1100	Writing and Research	3
PHY-2001 & PHY-2001L	General Physics I & General Physics I Laboratory	4
MAT-2203	Calculus II*	4
	Select one REL course 1000 level	3
	Select one REL course 2000 level	3
MAT-3304	Calculus III*	4
CHE-1202 & CHE-1202L	General Chemistry II & General Chemistry II Laboratory	4
IT-1104	Programming I	3
	Select one REL course 3000 level	3
	Select one Science Elective (General Biology)	3
MAT-3401	Differential Equations	3
	Select five General Education Electives**	15
	Total Credits	**60**

* A grade of C (2.0) or better in Calculus I, II, III, differential equations, chemistry and physics is required.

** A list of general education electives can be found in the Academic Advising Manual online. Courses can be chosen from the following disciplines: modern foreign languages (200 level or higher); religious studies (beyond the 9 required credits); fine arts; history; philosophy; English; government; economics, psychology, sociology; business and education.

Program: 2+ 2 Mechanical Engineering, B.S.

2+2 Mechanical Engineering, B.S. | St. Francis College

Program Overview:

As of fall 2024, St. Francis College (SFC) is partnered with Manhattan University (MU) to provide a continuous program for a B.S. in Mechanical Engineering, taken across two institutions. Program highlights are as follows:

Students enrolling in the program at SFC should declare an Associates in Liberal Arts as their major and should complete all the courses listed below.

To continue at MU, SFC students must earn a grade of C (2.0) or better in all chemistry, physics and math courses, and have an overall GPA of 2.5 or better.

Once SFC students complete all the courses, they will transfer to MU to complete their B.S. in Mechanical Engineering. MU will accept 60 of the credits taken at SFC (See Appendix A below). St. Francis College students will matriculate into Manhattan University with junior standing.

The application process from SFC to MU will be simplified for Chemical Engineering pathway candidates: the application fee, essay, letters of recommendation and enrollment deposit will be waived.

Students admitted to MU from SFC who have earned a 3.0 cumulative GPA or higher will be automatically considered for merit-based scholarships. Students must enroll at MU as full-time, degree-seeking students and maintain a 3.0 GPA to renew their scholarship. The scholarship is renewable for up to two years or four semesters (fall and spring) of full-time coursework in a Bachelor's Degree program. Scholarships cannot be applied towards housing, fees, summer session, or graduate tuition. St. Francis College students may also be eligible for state and federal aid and are encouraged to submit the FAFSA as soon as it becomes available.

Program Learning Objectives:

PLO 1: Apply appropriate mathematical concepts to science.
PLO 2: Explain the structure, properties, and reactions of chemicals and biomolecules.
PLO 3: Apply appropriate safety principles when conducting scientific experiments.
PLO 4: Evaluate orally and in written work scientific data obtained by experiment.
PLO 5: Explain the various ways that science impacts our lives and the world around us.
PLO 6: Explain different physical phenomena.

Program Requirements:

Code	Title	Credits
CHE-1201 & CHE-1201L	General Chemistry I & General Chemistry I Laboratory	4
MAT-2202	Calculus I*	4
WRI-1100	Writing and Research	3
PHY-2001 & PHY-2001L	General Physics I & General Physics I Laboratory	4
MAT-2203	Calculus II*	4
	Select one REL course 1000 level	3
	Select one REL course 2000 level	3
MAT-3304	Calculus III*	4
CHE-1202 & CHE-1202L	General Chemistry II & General Chemistry II Laboratory	4
IT-1104	Programming I	3
	Select one LWP course	3
	Select one REL course 3000 level	3
	Select one Science Elective (General Biology)	3
MAT-3401	Differential Equations	3
	Select four General Education Electives**	12
	Total Credits	**60**

Program: 2+2 Chemical Engineering, B.S.

2+2 Chemical Engineering B.S. | St. Francis College

Program Overview:

As of fall 2024, St. Francis College (SFC) is partnered with Manhattan University (MU) to provide a continuous program for a B.S. in Chemical Engineering, taken across two institutions. Program highlights are as follows:

Students enrolling in the program at SFC should declare an Associates in Liberal Arts as their major and should complete all the courses listed below.

To continue at MU, SFC students must earn a grade of C (2.0) or better in all chemistry, physics and math courses, and have an overall GPA of 2.5 or better.

Once SFC students complete all the courses, they will transfer to MU to complete their B.S. in Chemical Engineering. MU will accept 65 of the credits taken at SFC (See Appendix A below). St. Francis College students will matriculate into Manhattan University with junior standing, although they must take CHML 209: Into to Thermo II at MU during the summer after their Sophomore year at SFC (See Appendix B below).

The application process from SFC to MU will be simplified for Chemical Engineering pathway candidates: the application fee, essay, letters of recommendation and enrollment deposit will be waived.

Students admitted to MU from SFC who have earned a 3.0 cumulative GPA or higher will be automatically considered for merit-based scholarships. Students must enroll at MU as full-time, degree-seeking students and maintain a 3.0 GPA to renew their scholarship. The scholarship is renewable for up to two years or four semesters (fall and spring) of full-time coursework in a Bachelor's Degree program. Scholarships cannot be applied towards housing, fees, summer session, or graduate tuition. St. Francis College students may also be eligible for state and federal aid and are encouraged to submit the FAFSA as soon as it becomes available.

Program Learning Objectives:

PLO 1: Apply appropriate mathematical concepts to science.
PLO 2: Explain the structure, properties, and reactions of chemicals and biomolecules.
PLO 3: Apply appropriate safety principles when conducting scientific experiments.
PLO 4: Evaluate orally and in written work scientific data obtained by experiment.
PLO 5: Explain the various ways that science impacts our lives and the world around us.
PLO 6: Explain different physical phenomena.

Program Requirements:

The 65 SFC credits accepted by MU towards the BS in Chemical Engineering are listed below. SFC students must earn a grade of C (2.0) or better in all chemistry, physics and math courses, and have an overall GPA of 2.5 or better. Below is a sample schedule for students during their first two years at SFC. Some courses are available in Winter and Summer sessions if students wish to take a lighter load in the fall or spring semesters.

Code	Title	Credits
CHE -1201 & CHE -1201L	General Chemistry I & General Chemistry I Laboratory	5
MAT -2202	Calculus I*	4
WRI-1100	Writing and Research	3
FS	Understanding College	1
PHY-2001 & PHY-2001L	General Physics I & General Physics I Laboratory	4
MAT-2203	Calculus II*	4
	Select one REL course 1000 level	3
IT-1001	Computer Concepts	3
MAT-3304	Calculus III*	4
CHE-1202 & CHE-1202L	General Chemistry II & General Chemistry II Laboratory	5
CHE-2101 & CHE-2101L	Organic Chemistry I & Organic Chemistry I Laboratory	5
CHE-2102	Organic Chemistry II	4
CHE-2301	Inorganic Chemistry	3
CHE-4001	Physical Chemistry	3
MAT-4416	Mathematical Statistics	3
MAT-3401	Differential Equations	3
	Select four General Education Electives**	12
	Total Credits	**69**

*The credit discrepancy is because General Chemistry I, II, CHE 1201, 2101, 2102 are each one more credit at SFC than at MUC.

**General Education Electives can be chosen from the following disciplines: History, Philosophy, Economics, Psychology, Sociology, Fine Arts, Political Science, English, Education.

Department: Computer Science and Cybersecurity

Computer Science and Cybersecurity | St. Francis College

Department Mission:

The Department of Computer Science and Cybersecurity prepares students to become innovative problem-solvers, critical thinkers, ethical technologists, and industry-ready professionals. Our programs emphasize both theoretical foundations and practical experience in high-impact areas such as artificial intelligence (AI), data science, software engineering, and critical infrastructure protection.

Located in Downtown Brooklyn, New York City, the department leverages its strategic location and faculty expertise to connect students with dynamic industries and real-world challenges. Graduates are equipped to succeed in a wide range of careers, from software development and data analytics to cybersecurity leadership and threat intelligence, while making meaningful contributions to society through responsible, human-centered computing.

Faculty:

- Chih-Yuan (Alen) Li, Ph.D., Assistant Professor & Chairperson
- Shuxin (Erica) Zhou, Ph.D., Assistant Professor

Programs:

- Computer Science, B.S.
- Cybersecurity and Critical Infrastructure, B.S.

Program: Computer Science, B.S.

Computer Science, B.S. | St. Francis College

Program Overview:

The Bachelor of Science in Computer Science provides students with a strong foundation in programming, algorithms, data structures, computer systems, and software development. The program emphasizes both theoretical and applied aspects of computing, preparing students for careers in software engineering, systems analysis, data analytics, artificial intelligence, and cybersecurity.
Students gain hands-on experience through project-based learning and collaborative assignments, with opportunities to explore advanced topics such as machine learning, mobile application development, and ethical computing. The curriculum aligns with national computing standards and supports students interested in graduate study or entry into the technology workforce.

Program Learning Objectives:

PLO 1: Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
PLO 2: Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
PLO 3: Apply computer science theory and software development fundamentals to produce computing-based solutions.
PLO 4: Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
PLO 5: Communicate effectively as a computer scientist in a variety of professional contexts.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**49**
FS1	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
MAT -2202	Calculus I	4
IT-1001	Computer Tools	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
PHI-1114	Logic and Argumentation	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
	Select one HS course	
RS	Religion	3
	Major Requirements	**55**
CS-1000	Introduction to Computer Science	3
IT-1104	Programming I	3
CS-2000	Discrete Structures	3
IT-2105	Programming II	3
MAT-2203	Calculus II	4
IT-2201	Communication and Networking	3
IT-2510	Database Management Systems	3
IT-3510	Data Structures	3
IT-3540	Computer Architecture and Organization	3
IT-3680	Operating System	3
CS-3000	Software Engineering	3
IT-3101	IT Law and Ethics	3
IT-3301	IT Project Management	3
CS-4998	CS Capstone Project	3
	Major Electives: Select four of the following	12
IT-2420	Multimedia Design	
IT-2440	Scripting Languages	
IT-3220	Network Security	
IT-3240	Linux	
MAT-2306	Introduction to Cryptography	
MAT-3312	Linear Algebra	
MAT-4415	Probability Theory	
MAT-4416	Mathematical Statistics	
	Liberal Arts	**12**
	General Electives	**6**
	Total Credits	**122**

Program: Cybersecurity and Critical Infrastructure, B.S.

Cybersecurity and Critical Infrastructure, B.S. | St. Francis College

Program Overview:

The Bachelor of Science in Cybersecurity prepares students to protect critical infrastructure, digital systems, and organizational assets in an increasingly complex threat environment. The program integrates technical foundations in computing and networking with specialized training in cyber defense, risk management, cloud security, and regulatory compliance.

Students gain hands-on experience through laboratories, simulations, and project-based learning focused on real-world systems such as industrial control networks, cloud platforms, and security operations centers. The curriculum aligns with national workforce frameworks and prepares graduates for professional certifications and leadership roles in cybersecurity practice and public-interest technology.

Program Learning Objectives:

PLO 1: Execute cybersecurity strategies for critical infrastructure.
PLO 2: Perform penetration testing, vulnerability assessments, and forensic investigations to detect and mitigate cyber threats.
PLO 3: Apply security frameworks, compliance standards, and regulatory requirements, including ISO 27001, NIST RMF, and CISA guidelines.
PLO 4: Utilize industry-standard tools and technologies, including Kali Linux, Metasploit, Splunk, Wireshark, AWS Security Services, and ICS/SCADA security solutions.
PLO 5: Analyze cyber risk in financial terms, integrating risk quantification, cyber insurance, and governance strategies.
PLO 6: Prepare for professional cybersecurity certifications, ensuring career readiness in SOC operations, red teaming, digital forensics, and cybersecurity leadership.

Program Requirements:

Code	Title	Credits
	General Education Program	**49**
FS1	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-2202	Calculus I	
DL	Digital Literacy	3
IT-1001	Computer Tools	
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
PHI-1114	Logic and Argumentation	
	Select one EP course	
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
	Select one FH course	
RS	Religion	3
	Major Requirements	**49**
CS-1000	Introduction to Computer Science	3
CS-2000	Discrete Structures	3
IT-1103	Computer-Based Information Systems	3
IT-1104	Programming I	3
IT-3101	IT Law and Ethics	4
CYB-2000	Critical Infrastructure Security Foundations	3
CYB-2002	TSA/CISA Compliance and Risk Management	3
CYB-3000	Cybersecurity Leadership and Strategy	3
CYB-3001	Threat Detection and Incident Response	3
CYB-3002	Security Architecture for Critical Systems	3
CYB-3003	Cloud Security Architecture	3
CYB-4998	Capstone: Critical Infrastructure Protection	3
	Select four of the following:	12
CYB-3011	Industrial Control Systems Security	
CYB-3010	Cybersecurity Risk Quantification and Financial Impact	
CYB-3012	Offensive Security and Ethical Hacking for Critical Infrastructure	
CYB-3013	Supply Chain Security Management	
CYB-3014	Transportations Systems Cybersecurity	
CYB-4010	Advanced Digital Forensics and Incident Investigation	
	Liberal Arts	**18**
	General Electives	**6**
	Total Credits	**122**

Department: Economics, History, Law, and Political Science

Economics, History, Law, and Political Science | St. Francis College

Department Mission:

The programs offered by the Department of Economics, History, Law, and Political Science have a unique and complementary approach to liberal learning. The department provides its majors with a foundational education grounded in the liberal arts tradition of St. Francis College. At the same time, the department interfaces with the General Education objectives of the College as it prepares its majors in the necessary cognitive and communication skills essential to their post-collegiate careers and for intelligent participation in our American democratic society. The skills encouraged within the department, articulating significant questions, framing hypotheses, gathering evidence, looking for patterns and relationships, weighing alternative methods and interpretations, and, finally, articulating substantive arguments and conclusions with clarity and persuasion - are proficiencies in high demand in a wide variety of professions.

Faculty:

- Eric Platt, Ph.D., Associate Professor & Chairperson
- Ali Alepher Alemdar, Ph.D., Assistant Professor
- Isa Camyar, Ph.D., Professor
- Olivia Bullio Mattos, Ph.D., Associate Professor

Programs

- Economics, B.A.
- Economics, Concentration in International Economics, B.A.
- Economics, Concentration in Finance, B.A.
- Economics, Minor
- History, B.A.
- History, Minor
- Pre-Law, Minor
- Political Science, B.A.
- Political Science, Concentration in Global Politics, B.A.
- Political Science, Concentration in American Government, B.A.
- Political Science, Minor
- Human Rights, Minor

Program: Economics, B.A.

Economics, B.A. | St. Francis College

Program Overview:

The Economics major provides students with a versatile education that opens the door to a wide range of careers. Economics majors develop a broad set of practical and theoretical skills to understand and critically analyze economic problems, giving students the flexibility they need to advance in today's rapidly changing global economy. In addition to expanding their skills in critical and quantitative thinking, research methods, writing, and presentation, students can choose a more specialized concentration in finance and international economics. Graduates are prepared to pursue careers in business, finance, government institutions, and graduate studies in the social sciences, including economics, and other disciplines such as business management, law, and public administration.

Program Learning Objectives:

PLO 1: Explain multiple theoretical perspectives in both economic thought and current economic policy debates.
PLO 2: Apply essential macroeconomic and microeconomic concepts to real-world situations.
PLO 3: Interpret economic data from major databases using graphs, spreadsheets, specialized software and other analytical tools.
PLO 4: Demonstrate knowledge across specialized economics fields such as environmental, labor, international, finance, etc.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
MAT-1105	College Algebra (or higher)	
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
ECO-1201	Principles of Macroeconomics	
ECO-2202	Principles of Microeconomics	
HGP	Historical and Global Perspectives	6
HIS-1201	US History 1896 to Present	
ECO-1202	Global Economy: History, Theory and Issues	
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**39**
ECO-2222	Mathematics for Economics and Finance	3
ECO-2306	Money and Banking	3
ECO-3313	Introduction to Econometrics	3
ECO-3411	Intermediate Macro and Microeconomics	3
ECO-4998	Seminar in Economics	3
	Select six ECO courses, with no more than two FIN cross-listed courses, and at least three 3000-level and above	18
	Select an additional HS elective course	3
MAT-2301	Statistics	3
	Liberal Arts	**18**
	General Electives	**15**
	Total Credits	**120**

Program: Economics, Concentration in International Economics, B.A.

Economics, Concentration in International Economics, B.A. | St. Francis College

Program Overview:

A Bachelor of Arts in Economics with a concentration in International Economics explores how economic systems operate across different countries and cultures, with a focus on the social, political, and historical forces that shape global markets. The program typically combines core economic theory, such as microeconomics, macroeconomics, and econometrics, with interdisciplinary coursework in international relations, development, and public policy. Students examine issues like globalization, inequality, trade, and sustainability, gaining a deeper understanding of how economic decisions impact societies worldwide. This concentration prepares graduates to think critically about complex global challenges and equips them with analytical and cross-cultural skills valuable for careers in policy, international business, research, and nonprofit work.

Program Learning Objectives:

PLO 1: Explain multiple theoretical perspectives in both economic thought and current economic policy debates.
PLO 2: Apply essential macroeconomic and microeconomic concepts to real-world situations.
PLO 3: Interpret economic data from major databases using graphs, spreadsheets, specialized software and other analytical tools.
PLO 4: Demonstrate knowledge across specialized economics fields such as environmental, labor, international, finance, etc.
PLO 5: Analyze international economic systems, trade relationships, and development patterns while evaluating the social, cultural, and institutional factors that shape global economic outcomes.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
MAT-1105	College Algebra (or higher)	
DL	Digital Literacy	3
ALC	Art and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
ECO-1201	Principles of Macroeconomics	
ECO-2202	Principles of Microeconomics	
HGP	Historical and Global Perspectives	6
ECO-1202	Global Economy: History, Theory, and Issues	
HIS-1201	US History 1896 to Present	
FH	Personal Wellness	2
RS	Religion and Culture	3
	Major Requirements	**45**
GLS-1111 or PSC-2001	Introduction to Global Studies or Global Citizenship	3
GLS-1240 or GLS-1241	Peoples and Cultures of Asia/Africa or Peoples and Cultures of the Contemporary World	3
ECO-2222	Mathematics for Economics and Finance	3
ECO-2306	Money and Banking	3
ECO-2301	Human Rights, Sustainability and Global Finance	3
ECO-3313	Introduction to Econometrics	3
ECO-3403	International Economics, Trade, and Finance	3
ECO-3411	Intermediate Macro and Microeconomics	3
ECO-4998	Seminar in Economics	3
	Select one of the following:	3
ECO-3304	Political Economy of Development	
ECO-3305	European Economies	
ECO-3311	The Chinese Economy	
	Select three additional ECO electives, 3000 level and above	9
	Select an additional HIS elective course	3
MAT-2301	Statistics	3
	Liberal Arts	**15**
	General Electives	**12**
	Total Credits	**120**

Program: Economics, Concentration in Finance, B.A.

Economics, Concentration in Finance, B.A. | St. Francis College

Program Overview:

Earn a bachelor's degree in Economics with a concentration in Finance from St. Francis College and prepare for careers in finance, banking, investment, corporate management, consulting, and related fields. The program combines a strong foundation in economic theory with specialized coursework in finance, equipping students with the analytical and quantitative skills needed to evaluate financial markets, investment decisions, and business performance in a rapidly changing global economy.

Students benefit from a broad liberal arts education while gaining focused preparation in finance through specialized coursework and experiential learning opportunities.

Program Learning Objectives:

PLO 1: Explain multiple theoretical perspectives in both economic thought and current economic policy debates.
PLO 2: Apply essential macroeconomic and microeconomic concepts to real-world situations.
PLO 3: Interpret economic data from major databases using graphs, spreadsheets, specialized software and other analytical tools.
PLO 4: Demonstrate knowledge across specialized economics fields such as environmental, labor, international, finance, etc.
PLO 5: Analyze financial markets, institutions, and instruments to evaluate investment strategies, risk management techniques, and the role of financial institutions in economic systems.

Program Requirements:

Code	Title	Hours
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR 1	Mathematics	3
MAT-1105	College Algebra (or higher)	
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
ECO-1201	Principles of Macroeconomics	
ECO-2202	Principles of Microeconomics	
HGP	Historical and Global Perspectives	6
	Select one HGP course	
HIS-1201	US History 1896 to Present	
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**42**
ECO-2222	Mathematics for Economics and Finance	3
ECO-2306	Money and Banking	3
ECO-3313	Introduction to Econometrics	3
ECO-3331/FIN-3301	Principles of Finance	3
	Select two of the following:	6
ECO-3306	Analyzing the US Economy/ Tracking the Economy & US Monetary Policy	
ECO-3332/FIN-3302	Managerial Finance	
ECO-3333/FIN-3312	Investment Analysis	
ECO/FIN-3334	Public Finance	
ECO-4433/FIN-4412	Portfolio Management	
ECO-4406	Development of Economic Thought	3
ECO-4998	Seminar in Economics	3
	Select three non-cross listed ECO courses	9
	Select an additional HIS elective course	3
MAT-2301	Statistics	3
PSC-2502	Government and Business	3
	Liberal Arts	**27**
	General Electives	**3**
	Total Credits	**120**

Program: Economics, Minor

Economics, Minor | St. Francis College

Program Overview:

The Economics minor focuses on understanding how individuals, businesses, and governments make decisions about resources, combining core topics like microeconomics (supply, demand, and market behavior) and macroeconomics (inflation, growth, and policy) with analytical and data-driven skills. Students take a mix of theory and applied courses that build the ability to interpret data, evaluate policies, and think critically about real-world issues like pricing, trade, and inequality. It pairs well with many majors because it adds a structured way of analyzing decisions and incentives, making it useful for careers in business, finance, public policy, and beyond.

Program Learning Objectives:

PLO 1: Explain multiple theoretical perspectives in both economic thought and current economic policy debates.
PLO 2: Apply essential macroeconomic and microeconomic concepts to real-world situations.
PLO 3: Interpret economic data from major databases using graphs, spreadsheets, specialized software and other analytical tools.
PLO 4: Demonstrate knowledge across specialized economics fields such as environmental, labor, international, finance, etc.

Program Requirements:

Code	Title	Credits
ECO-1201	Principles of Macroeconomics	3
ECO-2202	Principles of Microeconomics	3
ECO-2306	Money and Banking	3
	Select two ECO courses at the 3000 level or higher	6
	Total Credits	**15**

Program: History, B.A.

History, B.A. | St. Francis College

Program Overview:

History majors learn to place contemporary events in a larger historical context and better understand viewpoints that differ from their own. They also develop communication, research, analysis, organization, and problem-solving skills prized by employers. Historical inquiry provides a broad understanding of the institutional and cultural foundations of contemporary civilizations. Studying history helps students become informed citizens, gain an increased understanding of diverse viewpoints, and learn how to use historical context to make knowledgeable decisions about the future. History majors also gain a variety of skills such as planning and organizing projects, gathering and analyzing evidence, and clearly communicating their conclusions that are in high demand in a wide variety of professions.

Program Learning Objectives:

PLO 1: Show an understanding of causation, context, continuity, and change in the study of the past.
PLO 2: Analyze contemporary problems and civic affairs through the lens of history.
PLO 3: Utilize both electronic and print research tools to retrieve and analyze historical data from a variety of primary sources, including printed works, manuscripts, artifacts, visual sources, and living witnesses.
PLO 4: Evaluate various historians' arguments on key topics and can compare them.
PLO 5: Demonstrate a familiarity with the history of the United States, Europe, and at least one other region of the world.
PLO 6: Complete an original history research project utilizing both primary and secondary sources.
PLO 7: Apply historical thinking in careers such as law, government, business, secondary and higher education, public administration, and public history.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**57**
	Select one COM, IDS, LWP, REL, PHI, ED course 2000 level or higher	3
	Select any six-credit combination (Foreign Language or IT in sequence)	6
HIS-1201	US History 1896 to Present	3
HIS-1302	Survey of World History since 1500	3
	Select five 2000-level HIS courses (Europe, Global, U.S.)	15
	Select five 3000-level HIS courses (Europe, Global U.S.)	15
HIS-3998	Historical Methods and Historiography	3
HIS-4998	Historical Seminar	3
ECO – 1201	Principles of Macroeconomics	3
PSC-1100	American National Government	3
	Liberal Arts	**9**
	General Electives	**6**
	Total credits	**120**

Program: History, Minor

History, Minor | St. Francis College

Program Overview:

A History minor provides students with a focused understanding of past societies, events, and ideas that have shaped the modern world. The program introduces key historical periods, themes, and methods used by historians to analyze evidence and interpret change over time. Students develop critical thinking, research, and writing skills through the study of diverse global histories. Coursework often explores political, social, cultural, and economic developments across different regions and eras. The minor complements a wide range of majors by strengthening analytical skills and historical perspective.

Program Learning Objectives:

PLO 1: Show an understanding of causation, context, continuity, and change in the study of the past.
PLO 2: Analyze contemporary problems and civic affairs through the lens of history.
PLO 3: Utilize both electronic and print research tools to retrieve and analyze historical data from a variety of primary sources, including printed works, manuscripts, artifacts, visual sources, and living witnesses.
PLO 4: Evaluate various historians' arguments on key topics and can compare them.
PLO 5: Demonstrate a familiarity with the history of the United States, Europe, and at least one other region of the world.
PLO 6: Complete an original history research project utilizing both primary and secondary sources.
PLO 7: Apply historical thinking in careers such as law, government, business, secondary and higher education, public administration, and public history.

Program Requirements:

Code	Title	Credits
	One HIS 1000-level course	3
	Two HIS 2000-level courses	6
	Two HIS 3000-level courses	6
	Total credits	**15**

Program: Pre-Law, Minor

Pre-Law, Minor | St. Francis College

Program Overview:

The Pre-Law Minor aligns closely with the mission of St. Francis College, which emphasizes academic excellence, ethical leadership, and a commitment to service and social justice grounded in the Franciscan tradition. The program reflects the College's holistic approach to education by combining intellectual rigor with moral responsibility, preparing students to engage thoughtfully with legal, political, and social issues. Through coursework in areas such as legal reasoning, constitutional law, and the social context of law, students develop the analytical and ethical foundations necessary for responsible participation in civic and professional life.

The Pre-Law Minor also supports the College's strategic priorities of academic innovation, student-centered learning, and career preparation, as articulated in the SFC 170 strategic plan. By leveraging existing interdisciplinary coursework and the College's location in Brooklyn, the program provides students with opportunities to connect classroom learning to real-world legal environments. In doing so, it advances the College's mission of preparing students not only for professional success, but also for meaningful contribution to a diverse and global community.

Program Learning Objectives:

PLO 1: Demonstrate knowledge of the structure and operation of the American legal system.
PLO 2: Apply logical reasoning and argumentation to legal questions.
PLO 3: Analyze legal issues within their constitutional, political, and social contexts.
PLO 4: Communicate effectively about legal topics in written and oral formats.
PLO 5: Develop foundational skills useful for law school and legal careers.

Program Requirements:

Code	Title	Credits
PSC-1300	Introduction to Legal Studies and Practices	3
PHI-1114	Logic and Argumentation	3
PSC-3103	Law and the American Judicial Process	3
	Select three courses:	9
	Constitutional and Public Law	
PSC-3410	Constitutional Law I	
PSC-3411	Constitutional Law II: Civil Liberties	
PSC/HIS-2203	International Human Rights and Humanitarian Law	
CJ-3000	American Criminal Courts	
SOC-4012	Special Topic: Constitutional Law	
	Legal Systems and Society	
SOC-3060	Law and Society	
SOC-2036	Immigrants: Issues and Concerns	
BL-2501	Law in U.S. Culture	
PHI-2341	Authority and Law	
	Business and Regulatory Law	
BL-2101	Business Law I	
BL-2102	Business Law II	
BL-3101	International Business Law	
BL-3001	Real Estate Law Constitution to Law and Order	
	Legal Communication and Technology	
COM-4611	Communication and the Law	
IT-3101	Information Technology Law and Ethics	
	Specialized Legal Topics	
BL-2201	Women and the Law	
BL-2401	Sports and the Law	
BL-2301	The Law of Death and Dying	
EXM/PE-3322	Introduction to Legal Issue	
SPM-2080	Sports and the Law	
CJ-4019	Special Topic: The Death Penalty	
PSC-2405	Legal Research and Writing	
	Total Credits	**18**

Program: Political Science, B.A.

Political Science, B.A. | St. Francis College

Program Overview:

The major of political science teaches students government and politics, as well as the actors, processes and institutions involved in making collective decisions for societies. The major helps students to acquire a specialized knowledge of politics as presented in four subfields of political science (American government, comparative government, international relations and political theory) and introduces students to theoretical frameworks, concepts and methods of inquiry to understand and explain politics. In addition, the major offers opportunities for students to work on their general skills like analytical and critical thinking, writing, presentation, and research.

With the specific knowledge basis and skill set that it helps students to acquire, the major prepares students for an active and informed citizenship, and for various meaningful and fulfilling career choices in the areas of government, private business, non-governmental organizations, international organizations, academic studies and professional education (e.g., legal studies and public administration).

Program Learning Objectives:

PLO 1: Compare how politics is organized and governments operate in different contexts.
PLO 2: Evaluate fundamental ethical and moral values when interpreting political discourses and analyzing political orders.
PLO 3: Explain political events and phenomena using the established theories and concepts of political science.
PLO 4: Assemble interdisciplinary skill sets for a political science career.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
IT-1001	Computer Tools	
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
ECO-1201	Principles of Macroeconomics	
ECO-2202	Principles of Microeconomics	
HGP	Historical and Global Perspectives	6
	Select one HGP course	
HIS-1201	US History 1896 to Present	
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**60**
	Select one of the following (Foreign Language, IT, or Quantitative):	3
	1000-level FRE, SPA, or ITA (1101 or 1102)	
	1000-level IT (1102, 1103, 1105, or 1106)	
	1000-level MAT (1101, 1103, 1104, or 1105)	
	Select one from the following History Elective Group:	3
HIS-1101	Survey of Western Civilization to 1500	
HIS/PSC-1200	Understanding Human Rights	
HIS-1302	Survey of World History Since 1500	
	Select one from the following Social Sciences Elective Group:	3
CJ-1020	Introduction to Criminal Justice	
PSY-1000	Foundation in Information Literacy & Research	
SOC-1000	Principles of Sociology	
PSC-1000	Introduction to Political Science	3
PSC-1100	American National Government	3
PSC-2000	Comparative Government	3
PSC-2100	International Relations	3
PSC-2200	Public Policy	3
	Select one from the following American Institution Elective:	3
PSC-3101	United States Congress	
PSC-3102	The American Presidency	
PSC-3103	Law and American Judicial Process	
	Select one from the following Regional/Global Elective:	3

PSC-3001	Politics of Latin America	
PSC-3002	Politics of Africa	
PSC-3003	Politics of Asia	
PSC-3004	Politics of the Middle East	
PSC-3005	The United Nations	
	One PSC 3000–3100 course	3
PSC-3997	Political Science Research Methods	3
PSC-4998	Political Science Seminar	3
	Select seven courses from the following:	21
PSC/HIS-1200	Understanding the Human Rights	
PSC-2401	Brazil: Economy, Politics, and Business	
PSC-2402	Metropolitan Government and Politics	
PSC-2403	Campaigns and Electoral Behavior	
PSC-2203	International Human Rights and Humanitarian Law	
PSC-2501	Women and Politics	
PSC-2502	Government and Business	
PSC-3401	Constitutional Law I: Government Structures	
PSC-3402	Constitutional Law II: Civil Liberties	
PSC-3500	Political Theory	
PSC-3501	Political Themes in Media	
PSC-4990	Internship	
PSC-4995	Independent Study	
	General Electives	**12**
	Total Credits	**120**

Program: Political Science, Concentration in Global Politics, B.A.

Political Science, Concentration in Global Politics, B.A. | St. Francis College

Program Overview:

The Political Science program offers concentration in Global Politics. This concentration enables Political Science majors to develop a deeper understanding of political dynamics beyond national borders. Through advanced coursework, students examine international relations, global governance, regional political systems, and the political, economic, and cultural forces shaping contemporary global affairs. This concentration equips students with the analytical tools needed to understand international cooperation and conflict, preparing them for careers in international organizations, diplomacy, global business, non-governmental organizations, and policy analysis, as well as for graduate study in political science, international relations, and related fields.

Program Learning Objectives:

PLO 1: Compare how politics is organized and governments operate in different contexts.
PLO 2: Evaluate fundamental ethical and moral values when interpreting political discourses and analyzing political orders.
PLO 3: Explain political events and phenomena using the established theories and concepts of political science.
PLO 4: Assemble interdisciplinary skill sets for a political science career.
PLO 5: Examine international politics and its economic, cultural, historical, and institutional contexts. (Specific to the Global Politics Concentration)

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
IT-1001	Computer Tools	
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
ECO-1201	Principles of Macroeconomics	
ECO-1202	Principles of Microeconomics	
HGP	Historical and Global Perspectives	6
	Select one HGP course	
HIS-1201	History of the United States 1896-Present	
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**45**
	Foreign Language, IT, or Quantitative Skill Set Category	6
	Select two of the following groups:	
	one 1000-level Foreign Language course (FRE, SPA, or ITA 1101 or 1102 or any higher language level accepted from any institution)	
	one 1000-level Information Technology course (IT 1102, 1103, 1105 or 1106)	
	one 1000-level data/quantitative (MAT 1101 or any of MAT 1103, 1104, 1105)	
	Select one from the following History Elective Group:	3
HIS-1101	Survey of Western Civilization to 1500	
HIS-1302	Survey of World History Since 1500	
HIS/PSC-1200	Understanding Human Rights (previously 1203)	
	Select one from the following Social Science Elective:	3
SOC-1000	Principles of Sociology	
CJ-1020	Introduction to Criminal Justice	
PSY-1000	Foundations in Information Literacy & Research	
PSC-1000	Introduction to Political Science	3
PSC-1100	American National Government	3
PSC-2000	Comparative Government	3
PSC-2100	International Relations	3

	Regional/Global Elective Group	
	Select one PSC 3000-3100 course	3
PSC-3001	Politics of Latin America	
PSC-3003	Politics of Asia	
PSC-3004	Politics of the Middle East	
PSC-3005	The United Nations	
PSC-3997	Political Science Research Methods	3
PSC-4998	Political Science Seminar	3
	Global Politics Concentration	
	Select four courses:	12
PSC/HIS-1200	Understanding Human Rights	
PSC-2501	Women and Politics	
PSC-2502	Government and Business	
PSC-2503	International Human Rights and Humanitarian Law	
PSC-3001	Politics of Latin America	
PSC-3003	Politics of Asia	
PSC-3004	Politics of the Middle East	
PSC-3005	The United Nations	
	Liberal Arts	**12**
	General Electives	**15**
	Total credits	**120**

Program: Political Science, Concentration in American Government, B.A.

Political Science, Concentration in American Government, B.A.| St. Francis College

Program Overview:

The Political Science program offers a concentration in American Government. This concentration allows Political Science majors to develop deeper expertise in the institutions, processes, and public policies that shape governance in the United States. Through advanced coursework, students examine the constitutional foundations of American politics, the roles of Congress, the presidency, and the courts, the dynamics of elections and political behavior, and the development of public policy. This concentration equips students with a stronger understanding of the American political system and prepares them for careers in government, public service, law, advocacy, and policy analysis, as well as for graduate study in political science and related fields.

Program Learning Objectives:

PLO 1: Compare how politics is organized and governments operate in different contexts.
PLO 2: Evaluate fundamental ethical and moral values when interpreting political discourses and analyzing political orders.
PLO 3: Explain political events and phenomena using the established theories and concepts of political science.
PLO 4: Assemble interdisciplinary skill sets for a political science career.
PLO 5: Describe the American political system and the functioning of the American government. (Specific to the American Government Concentration)

Program Requirements:

Code	Title	Credits
	General Education Program	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
IT-1001	Computer Tools	
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
ECO-1201	Principles of Macroeconomics	
ECO-1202	Principles of Microeconomics	
HGP	Historical and Global Perspectives	6
	Select one HGP course	
HIS-1201	History of the United States 1896-Present	
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**45**
	Foreign Language, IT, or Quantitative Skill Set Category	6
	Select two of the following groups:	
	one 1000-level Foreign Language course (FRE, SPA, or ITA 1101 or 1102 or any higher language level accepted from any institution)	
	one 1000-level Information Technology course (IT 1102, 1103, 1105 or 1106)	
	one 1000-level data/quantitative (MAT 1101 or any of MAT 1103, 1104, 1105)	
	History Elective Group- select one	3
HIS-1101	Survey of Western Civilization to 1500	
HIS-1302	Survey of World History Since 1500	
HIS/PSC-1200	Understanding Human Rights	
PSC-1000	Introduction to Political Science	3
PSC-1100	American National Government	3
PSC-2000	Comparative Government	3
PSC-2100	International Relations	3
	Regional/Global Elective Group	3
PSC-3001	Politics of Latin America	
PSC-3003	Politics of Asia	
PSC-3004	Politics of the Middle East	

PSC-3005	The United Nations	
PSC-3997	Political Science Research Methods	3
PSC-4998	Political Science Seminar	3
	Select five courses:	15
PSC-2401	State and Local Government	
PSC-2402	Metropolitan Government and Politics	
PSC-2403	Campaigns and Electoral Behavior	
PSC-3101	United States Congress	
PSC-3102	American Presidency	
PSC-3103	Law and American Judicial Process	
PSC-3401	Constitutional Law I: Government Structures	
PSC-3402	Constitutional Law II: Civil Liberties	
PSC-3501	Political Themes in Media	
	Liberal Arts	**12**
	General Electives	**15**
	Total credits	**120**

Program: Political Science, Minor

Political Science, Minor | St. Francis College

Program overview:

The Political Science minor provides students with the opportunity to explore the study of politics while complementing their primary field of study. Through coursework in areas such as political institutions, political ideas, public policy, and global affairs, students develop valuable skills in critical thinking, analytical reasoning, and informed argumentation. The minor enhances students' understanding of political systems and public issues, making it a valuable addition for majors across the social sciences, humanities, business, and other disciplines.

Program Learning Objectives:

PLO 1: Compare how politics is organized and governments operate in different contexts.
PLO 2: Evaluate fundamental ethical and moral values when interpreting political discourses and analyzing political orders.
PLO 3: Explain political events and phenomena using the established theories and concepts of political science.
PLO 4: Assemble interdisciplinary skill sets for a political science career.

Program Requirements:

Code	Title	Credits
PSC-1000	Introduction to Political Science	3
PSC-1100	American National Government	3
	Select three PSC courses at the 2000 level or higher	9
	Total Credits	**15**

Program: Human Rights, Minor

Human Rights, Minor | St. Francis College

Program Overview:

The mission of the Human Rights Minor is to provide students with the skills, knowledge and temperament needed to address the social and environmental crises we face today with a firm sense of values and the ability to develop policies to change behavior and structures. Students will learn how to identify the sources of problems in society and to apply social-science methods to generate possible solutions. This program is an excellent choice for pre-law students, and students interested in careers in business and management, government and NGOs/INGOs, public health and nursing, sociology, and criminal justice, among others.

Program Learning Objectives:

PLO 1: Explain the historical development, core principles, and legal frameworks of human rights at the national and international levels.
PLO 2: Analyze contemporary human rights issues by applying interdisciplinary perspectives from the social sciences, humanities, law, business, and education.
PLO 3: Evaluate the effectiveness of institutions, public policies, and advocacy strategies in protecting and advancing human rights across diverse cultural and political contexts.
PLO 4: Communicate informed, evidence-based arguments about human rights while demonstrating ethical reasoning, cultural awareness, and respect for diverse perspectives.

Program Requirements:

Code	Title	Credits
HIS/PSC-1200	Understanding Human Rights	3
GLS-3316	Human Rights Activism, Advocacy and Change	3
	Elective Groups: Select one course from each Group	
	Group A: Gender, Migration, and Culture	3
GLS-1242	Feminist Activism in France	
SOC-2020	Global Migration	
SOC-2036	Immigration: Issues and Concerns	
SOC-2090	Human Trafficking and Social Impact	
	Group B: Education, Business, and Sustainability	3
ED-1001	Human Rights Education for Educators	
BL-2601	Business and Human Rights	
ECO-2301	Human Rights, Sustainability and Global Finance	
ECO-3307	Environmental Economics	
	Group C: Legal and Global Governance	3
GLS-1101	Introduction to Global Studies	
GLS-2001	Global Citizenship	
GLS-2100	Human Rights in Latin America	
GLS-2101	Topic: Justice and Ecology in the Hebrew Bible	
HIS-2203	International Human Rights and Humanitarian Law	
HON-5401	Diplomacy	
	Total Credits	**15**

Department: Education

Education | St. Francis College

Department Mission:

The mission of the Teacher Education Program at St. Francis College is to prepare candidates with the professional knowledge, skills, and dispositions necessary for effectively teaching in the inclusive classroom. Through an academically challenging curriculum, and in a welcoming and affirming environment, the department prepares its candidates to embrace an ethic of care and a culturally sustaining pedagogy in their instructional approach and practice. The program of study also reflects a deep commitment to the Franciscan ideals of collegiality, compassion, human dignity, and service to others.

Faculty:

- Lisa Paolucci, Ph.D., Associate Professor & Chairperson
- Pierre Lubin, Ph.D., Assistant Professor
- Cesar Navarrete, Ph.D., Associate Professor

Programs:

- Adolescent Education: Biology, B.S.
- Adolescent Education: Chemistry, B.S.
- Adolescent Education: English, B.A.
- Adolescent Education: Mathematics, B.S.
- Adolescent Education: Social Studies, B.A.
- Early Childhood/Childhood Education: English, B.A.
- Early Childhood/Childhood Education: Social Studies, B.A.
- Early Childhood/Childhood Education: Biology, B.A.
- Early Childhood/Childhood Education: Mathematics, B.A.
- Childhood Education: Students with Disabilities (All grades), B.A.
- Educational Studies, B.S.

Admission & Program Continuation Requirements

Gate I: Prequalification

GPA of 3.00 or higher

24 credits

Grade of B or higher in ED-1201 Foundations of Education

Grade of B or higher in ED-2020 Educational Psychology

Gate II: Program Admission

Application

Declaration of Major

Disposition Review

Gate III: Program Continuation

GPA of 3.00 or higher

Grade of B or higher in education coursework

Grade of B or higher in concentration

No grade lower than C- in any SFC course

Pass Disposition Review

Gate IV: Admission to Student Teaching

100 hours of field experience

Student teaching application

Readiness for placement interview

Disposition self-assessment

Fingerprint clearance

Mandated Workshops: SAVE, Child Abuse Identification & Reporting, and DASA

Gate V: Student Teaching

70 days of supervised clinical experience at the appropriate level as designated by the certification area

Applications: Applications may be submitted at any time and are reviewed before the fall and spring semesters. Applications must be submitted online through the Canvas Education group. Incomplete applications will not be considered.

Notification: Students are notified in writing of the admission decision. Those not admitted may request suggestions for strengthening a future application.

Program Continuation: Students who do not meet continuation requirements may be placed on probation for one semester and must satisfy the conditions of a corrective action plan.

Program: Adolescent Education: Biology, B.S.

Adolescent Education: Biology, B.S. | St. Francis College

Program Overview:

Students who pursue a bachelor's degree in Adolescent Education with a concentration in Biology at St. Francis College receive the personalized attention and hands-on field experience needed to become effective secondary science educators. The program combines a strong foundation in the biological sciences with evidence-based teaching practices, preparing graduates to engage students in biology through inquiry, laboratory investigation, and real-world scientific applications. SFC faculty bring decades of experience as New York City teachers and administrators, and graduates are well prepared for careers in middle and high school science education.

Our technology-rich teacher preparation program integrates biology content knowledge, educational theory, field experiences, supported pedagogy, and a semester of full-time, supervised student teaching. Candidates accepted into the Teacher Education program complete the requirements for Initial New York State Certification in Adolescence Education in Biology.

Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of the College and affirms its mission to graduate educated, well-rounded individuals who are prepared to make meaningful contributions to their communities and an increasingly diverse world.

Program Learning Objectives:

PLO 1: Teacher candidates demonstrate the ability to recognize the range of individual differences in how students learn and customize instruction to accommodate such diversity.
PLO 2: Teacher candidates demonstrate the ability to develop culturally responsive curriculum and instruction that draws on linguistic and cultural diversity, as well as family background and community values as assets that can be used to promote learning.
PLO 3: Teacher candidates demonstrate the ability to maintain an inclusive learning environment that promotes positive social interactions, acceptance, collaboration, mutual respect, multicultural awareness, an appreciation of diversity, and a concern for others.
PLO 4: Teacher candidates demonstrate an understanding of the central concepts, principles, tools of inquiry, and structures of the disciplinary areas that they teach and create meaningful learning experiences to ensure learner mastery of the content.
PLO 5: Teacher candidates demonstrate the ability to make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

PLO 6: Teacher candidates demonstrate the ability to align lessons with NYS curricular standards for college readiness and successful performance on state-mandated tests.

PLO 7: Teacher candidates demonstrate the ability to use a variety of instructional strategies to engage, motivate; promote critical thinking, self-directed learning, creativity, and collaborative problem solving to extend learners' understanding of the content areas.

PLO 8: Teacher candidates demonstrate the ability to integrate new technologies across content areas to deliver instruction in meaningful ways and add value to the overall learning experience.

PLO 9: Teacher candidates demonstrate an understanding of the uses, strengths, and limitations of various forms of assessment practices to document learner progress and adjust instruction as needed.

PLO 10: Teacher candidates support the academic, social, and emotional development of all students through dispositions such as acceptance, empathy, caring, fairness, student advocacy, and the belief that all students can learn.

PLO 11: Teacher candidates demonstrate the ability to be self-reflective and use this knowledge to seek critical feedback, enhance their repertoire of teaching skills, and pursue professional development opportunities in the best interest of learners.

PLO 12: Teacher candidates demonstrate the ability to foster positive interactions and collaborate with professional colleagues and school personnel in support of student learning, development, and well-being.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**53**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT 1107	Algebra and Trigonometry for Science Majors	
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	10
BIO-1201	General Biology 1	
BIO-1201L	General Biology 1 Laboratory	
BIO-1202	General Biology 2	
BIO-1202L	General Biology 2 Laboratory	
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**68**
ED-1201	Foundations of Education	3
ED-2020	Educational Psychology	3
ED-2120	Assessment and Evaluation	3
ED-3000	Teaching with Technology	3
ED-4350	Literacy Instruction for English Language Learners	3
ED-4990	Supervised Student Teaching	6
AED-3320	Literature in the Content Area (grades 7-12) Instruction	3
AED-3600	Methods of Instruction in Secondary Education	3
SED-2040	Introduction to Special Education	3
AED-3600	Methods of Instruction in Secondary Biology	3
	Select two foreign language courses in sequence	6
BIO-1107& BIO-1107L	Anatomy and Physiology 1 & Laboratory	4
BIO-1108 & BIO-1108L	Anatomy and Physiology 2 & Laboratory	4
BIO-2204 & BIO-2204L	Ecology & Laboratory	4
BIO-2250 & BIO-2250L	Introduction to Cell Biology & Laboratory	4

BIO-3303 & BIO-3303L	Genetics & Laboratory	3
	Select two of the following:	7
BIO-2202 & BIO-2202 L	Comparative Anatomy & Laboratory	
BIO-2203 & BIO-2203L	Invertebrate Zoology & Laboratory	
BIO-3300 & BIO-3300L	Microbiology & Laboratory	
BIO-3302 & BIO-3302L	Botany & Laboratory	
BIO-4000	Special Topic: Marine Biology in Belize	
MAT-2301	Statistics	3
	Total credits	**121**

Program: Adolescent Education: Chemistry, B.S.

Adolescent Education: Chemistry, B.S. | St. Francis College

Program Overview:

Students who pursue a bachelor's degree in Adolescent Education with a concentration in Chemistry at St. Francis College receive the personalized attention and hands-on field experience needed to become effective secondary science educators. The program combines a strong foundation in chemistry with evidence-based teaching practices, preparing graduates to engage students through laboratory instruction, scientific inquiry, and real-world applications of chemistry. SFC faculty bring decades of experience as New York City teachers and administrators, and graduates are well prepared for careers in middle and high school science education.

Our technology-rich teacher preparation program integrates chemistry content knowledge, educational theory, field experiences, supported pedagogy, and a semester of full-time, supervised student teaching. Candidates accepted into the Teacher Education program complete the requirements for Initial New York State Certification in Adolescence Education in Chemistry.

Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of the College and affirms its mission to graduate educated, well-rounded individuals who are prepared to make meaningful contributions to their communities and an increasingly diverse world.

Program Learning Objectives:

PLO 1: Teacher candidates demonstrate the ability to recognize the range of individual differences in how students learn and customize instruction to accommodate such diversity.
PLO 2: Teacher candidates demonstrate the ability to develop culturally responsive curriculum and instruction that draws on linguistic and cultural diversity, as well as family background and community values as assets that can be used to promote learning.
PLO 3: Teacher candidates demonstrate the ability to maintain an inclusive learning environment that promotes positive social interactions, acceptance, collaboration, mutual respect, multicultural awareness, an appreciation of diversity, and a concern for others.
PLO 4: Teacher candidates demonstrate an understanding of the central concepts, principles, tools of inquiry, and structures of the disciplinary areas that they teach and create meaningful learning experiences to ensure learner mastery of the content.
PLO 5: Teacher candidates demonstrate the ability to make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

PLO 6: Teacher candidates demonstrate the ability to align lessons with NYS curricular standards for college readiness and successful performance on state-mandated tests.

PLO 7: Teacher candidates demonstrate the ability to use a variety of instructional strategies to engage, motivate; promote critical thinking, self-directed learning, creativity, and collaborative problem solving to extend learners' understanding of the content areas.

PLO 8: Teacher candidates demonstrate the ability to integrate new technologies across content areas to deliver instruction in meaningful ways and add value to the overall learning experience.

PLO 9: Teacher candidates demonstrate an understanding of the uses, strengths, and limitations of various forms of assessment practices to document learner progress and adjust instruction as needed.

PLO 10: Teacher candidates support the academic, social, and emotional development of all students through dispositions such as acceptance, empathy, caring, fairness, student advocacy, and the belief that all students can learn.

PLO 11: Teacher candidates demonstrate the ability to be self-reflective and use this knowledge to seek critical feedback, enhance their repertoire of teaching skills, and pursue professional development opportunities in the best interest of learners.

PLO 12: Teacher candidates demonstrate the ability to foster positive interactions and collaborate with professional colleagues and school personnel in support of student learning, development, and well-being.

Program Requirements:

Code	Title	Credits
	General Education Program	**52**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	10
BIO-1201 & BIO-1201L	General Biology 1 & Lab	
BIO-1202 & BIO-1202L	General Biology 2 & Lab	
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historic and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**74**
ED-1201	Foundations of Education	3
ED-2020	Educational Psychology	3
ED-2040	Introduction to Special Education	3
ED-2120	Assessment and Evaluation	3
ED-3000	Teaching with Technology	3
ED-4350	Literacy Instruction for English Language Learners	3
ED-4990	Supervised Student Teaching	6
AED-2200	Methods of Instruction in Secondary Education	3
AED-3320	Literature in the Content Area (grades 7-12) Instruction	3
AED-3650	Methods of Instruction: Secondary Chemistry	3
	Select two foreign language courses in sequence	6
CHE-1201	General Chemistry I	4
CHE-1201L	General Chemistry I Lab	1
CHE-1202	General Chemistry II	4
CHE-1202L	General Chemistry II Lab	1
CHE-2250	Analytical Chemistry	3
CHE-2250L	Analytical Chemistry Lab	1
CHE-2101	Organic Chemistry I	4
CHE-2101L	Organic Chemistry I Lab	1
CHE-2102	Organic Chemistry II	4
CHE-2102L	Organic Chemistry II Lab	1
CHE-3001	Biochemistry	3
CHE-3001L	Biochemistry Lab	1
CHE-4001	Physical Chemistry I	3
CHE-4001L	Physical Chemistry I Lab	1
PSY-2230	Educational Psychology	3
	Total Credits	**126**

Program: Adolescent Education: English, B.A.

Adolescent Education: English, B.A. | St. Francis College

Program Overview:

Students who pursue a bachelor's degree in Adolescent Education with a concentration in English at St. Francis College receive the personalized attention and hands-on field experience needed to become effective secondary English educators. The program combines a strong foundation in English language and literature with evidence-based teaching practices, preparing graduates to inspire students through reading, writing, critical analysis, and communication. SFC faculty bring decades of experience as New York City teachers and administrators, and graduates are well prepared for careers in middle and high school English education.

Our technology-rich teacher preparation program integrates English content knowledge, educational theory, field experiences, supported pedagogy, and a semester of full-time, supervised student teaching. Candidates accepted into the Teacher Education program complete the requirements for Initial New York State Certification in Adolescence Education in English.

Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of the College and affirms its mission to graduate educated, well-rounded individuals who are prepared to make meaningful contributions to their communities and an increasingly diverse world.

Program Learning Objectives:

PLO 1: Teacher candidates demonstrate the ability to recognize the range of individual differences in how students learn and customize instruction to accommodate such diversity.
PLO 2: Teacher candidates demonstrate the ability to develop culturally responsive curriculum and instruction that draws on linguistic and cultural diversity, as well as family background and community values as assets that can be used to promote learning.
PLO 3: Teacher candidates demonstrate the ability to maintain an inclusive learning environment that promotes positive social interactions, acceptance, collaboration, mutual respect, multicultural awareness, an appreciation of diversity, and a concern for others.
PLO 4: Teacher candidates demonstrate an understanding of the central concepts, principles, tools of inquiry, and structures of the disciplinary areas that they teach and create meaningful learning experiences to ensure learner mastery of the content.
PLO 5: Teacher candidates demonstrate the ability to make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

PLO 6: Teacher candidates demonstrate the ability to align lessons with NYS curricular standards for college readiness and successful performance on state-mandated tests.

PLO 7: Teacher candidates demonstrate the ability to use a variety of instructional strategies to engage, motivate; promote critical thinking, self-directed learning, creativity, and collaborative problem solving to extend learners' understanding of the content areas.

PLO 8: Teacher candidates demonstrate the ability to integrate new technologies across content areas to deliver instruction in meaningful ways and add value to the overall learning experience.

PLO 9: Teacher candidates demonstrate an understanding of the uses, strengths, and limitations of various forms of assessment practices to document learner progress and adjust instruction as needed.

PLO 10: Teacher candidates support the academic, social, and emotional development of all students through dispositions such as acceptance, empathy, caring, fairness, student advocacy, and the belief that all students can learn.

PLO 11: Teacher candidates demonstrate the ability to be self-reflective and use this knowledge to seek critical feedback, enhance their repertoire of teaching skills, and pursue professional development opportunities in the best interest of learners.

PLO 12: Teacher candidates demonstrate the ability to foster positive interactions and collaborate with professional colleagues and school personnel in support of student learning, development, and well-being.

Program Requirements:

Code	Title	Credits
	General Education Program	**48**
FS	Understanding College	1
WR1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion and Culture	3
	Major Requirements	**69**
ED-1201	Foundations of Education	3
ED-2020	Educational Psychology	3
ED-2100	Assessment and Evaluation	3
PSY-2201	Developmental Psychology I	3
SED-2040	Introduction to Special Education	3
ED-4350	Literacy Instruction for English Language Learners	3
ED-4990	Supervised Student Teaching	6
AED-2200	Methods of Instruction in Secondary Education	3
AED-3320	Literature in the Content Area (grades 7-12) Instruction	3
AED-3340	Methods of Instruction in Secondary English	3
	Select two foreign language courses in sequence	6
	Select four LWP courses 2000-2999	12
	Select five LWP courses 3000 or higher	15
	Any LWP seminar course 4000-4999	3
	Liberal Arts	**3**
	Total credits	**120**

Program: Adolescent Education: Mathematics, B.S.

Adolescent Education: Mathematics, B.S. | St. Francis College

Program Overview:

Students who pursue a bachelor's degree in Adolescent Education with a concentration in Mathematics at St. Francis College receive the personalized attention and hands-on field experience needed to become effective secondary mathematics educators. The program combines a strong foundation in mathematics with evidence-based teaching practices, preparing graduates to help students develop problem-solving, analytical, and quantitative reasoning skills. SFC faculty bring decades of experience as New York City teachers and administrators, and graduates are well prepared for careers in middle and high school mathematics education.

Our technology-rich teacher preparation program integrates mathematics content knowledge, educational theory, field experiences, supported pedagogy, and a semester of full-time, supervised student teaching. Candidates accepted into the Teacher Education program complete the requirements for Initial New York State Certification in Adolescence Education in Mathematics.

Underlying the focused, outcomes-driven curriculum is SFC's strong General Education Program, which is the cornerstone of the College and affirms its mission to graduate educated, well-rounded individuals who are prepared to make meaningful contributions to their communities and an increasingly diverse world.

Program Learning Objectives:

PLO 1: Teacher candidates demonstrate the ability to recognize the range of individual differences in how students learn and customize instruction to accommodate such diversity.
PLO 2: Teacher candidates demonstrate the ability to develop culturally responsive curriculum and instruction that draws on linguistic and cultural diversity, as well as family background and community values as assets that can be used to promote learning.
PLO 3: Teacher candidates demonstrate the ability to maintain an inclusive learning environment that promotes positive social interactions, acceptance, collaboration, mutual respect, multicultural awareness, an appreciation of diversity, and a concern for others.
PLO 4: Teacher candidates demonstrate an understanding of the central concepts, principles, tools of inquiry, and structures of the disciplinary areas that they teach and create meaningful learning experiences to ensure learner mastery of the content.
PLO 5: Teacher candidates demonstrate the ability to make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

PLO 6: Teacher candidates demonstrate the ability to align lessons with NYS curricular standards for college readiness and successful performance on state-mandated tests.

PLO 7: Teacher candidates demonstrate the ability to use a variety of instructional strategies to engage, motivate; promote critical thinking, self-directed learning, creativity, and collaborative problem solving to extend learners' understanding of the content areas.

PLO 8: Teacher candidates demonstrate the ability to integrate new technologies across content areas to deliver instruction in meaningful ways and add value to the overall learning experience.

PLO 9: Teacher candidates demonstrate an understanding of the uses, strengths, and limitations of various forms of assessment practices to document learner progress and adjust instruction as needed.

PLO 10: Teacher candidates support the academic, social, and emotional development of all students through dispositions such as acceptance, empathy, caring, fairness, student advocacy, and the belief that all students can learn.

PLO 11: Teacher candidates demonstrate the ability to be self-reflective and use this knowledge to seek critical feedback, enhance their repertoire of teaching skills, and pursue professional development opportunities in the best interest of learners.

PLO 12: Teacher candidates demonstrate the ability to foster positive interactions and collaborate with professional colleagues and school personnel in support of student learning, development, and well-being.

Program Requirements:

Code	Title	Credits
	General Education Program	**51**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	6
MAT-1105C	College Algebra	
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
PHY-1001	Physics and the Modern World	
	Select one NSS course	
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**72**
ED-1201	Foundations of Education	3
ED-2020	Educational Psychology	3
ED-2100	Assessment and Evaluation	3
SED-2040	Introduction to Special Education	3
ED-4350	Literacy Instruction for English Language Learners	3
ED-4990	Supervised Student Teaching	6
AED-2200	Methods of Instruction in Secondary Education	3
AED-3320	Literacy in the Content Area (grades 7-12) Instruction	3
AED-3400	Methods of Instruction: Secondary Mathematics	3
	Select two foreign language courses in sequence	6
MAT-1107	Algebra and Trigonometry for Science Major	4
MAT-2202	Calculus I	4
MAT-2203	Calculus II	4
MAT-2301	Statistics	3
MAT-2309	College Geometry	3
MAT-3304	Calculus III	4
MAT-3312	Linear Algebra	4
MAT-3401	Differential Equations I	3
MAT-3406	Theory of Numbers	3
MAT-4403	Advanced Calculus I	4
	Total Credits	**123**

Program: Adolescent Education: Social Studies, B.A.

Adolescent Education: Social Studies, B.A. | St. Francis College

Program Overview:

Students who pursue a bachelor's degree in Adolescent Education with a concentration in Social Studies at St. Francis College receive the personalized attention and hands-on field experience needed to become effective secondary social studies educators. The program combines a strong foundation in history, political science, economics, geography, and the social sciences with evidence-based teaching practices, preparing graduates to help students develop critical thinking, civic engagement, and an understanding of diverse cultures and historical perspectives. SFC faculty bring decades of experience as New York City teachers and administrators, and graduates are well prepared for careers in middle and high school social studies education.

Our technology-rich teacher preparation program integrates social studies content knowledge, educational theory, field experiences, supported pedagogy, and a semester of full-time, supervised student teaching. Candidates accepted into the Teacher Education program complete the requirements for Initial New York State Certification in Adolescence Education in Social Studies.

Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of the College and affirms its mission to graduate educated, well-rounded individuals who are prepared to make meaningful contributions to their communities and an increasingly diverse world.

Program Learning Objectives:

PLO 1: Teacher candidates demonstrate the ability to recognize the range of individual differences in how students learn and customize instruction to accommodate such diversity.
PLO 2: Teacher candidates demonstrate the ability to develop culturally responsive curriculum and instruction that draws on linguistic and cultural diversity, as well as family background and community values as assets that can be used to promote learning.
PLO 3: Teacher candidates demonstrate the ability to maintain an inclusive learning environment that promotes positive social interactions, acceptance, collaboration, mutual respect, multicultural awareness, an appreciation of diversity, and a concern for others.
PLO 4: Teacher candidates demonstrate an understanding of the central concepts, principles, tools of inquiry, and structures of the disciplinary areas that they teach and create meaningful learning experiences to ensure learner mastery of the content.

PLO 5: Teacher candidates demonstrate the ability to make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

PLO 6: Teacher candidates demonstrate the ability to align lessons with NYS curricular standards for college readiness and successful performance on state-mandated tests.

PLO 7: Teacher candidates demonstrate the ability to use a variety of instructional strategies to engage, motivate; promote critical thinking, self-directed learning, creativity, and collaborative problem solving to extend learners' understanding of the content areas.

PLO 8: Teacher candidates demonstrate the ability to integrate new technologies across content areas to deliver instruction in meaningful ways and add value to the overall learning experience.

PLO 9: Teacher candidates demonstrate an understanding of the uses, strengths, and limitations of various forms of assessment practices to document learner progress and adjust instruction as needed.

PLO 10: Teacher candidates support the academic, social, and emotional development of all students through dispositions such as acceptance, empathy, caring, fairness, student advocacy, and the belief that all students can learn.

PLO 11: Teacher candidates demonstrate the ability to be self-reflective and use this knowledge to seek critical feedback, enhance their repertoire of teaching skills, and pursue professional development opportunities in the best interest of learners.

PLO 12: Teacher candidates demonstrate the ability to foster positive interactions and collaborate with professional colleagues and school personnel in support of student learning, development, and well-being.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
ECO-1201	Principles of Macroeconomics	
ECO-2202	Principles of Microeconomics	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**69**
ED-1201	Foundations of Education	3
ED-2020	Educational Psychology	3
ED-2100	Assessment and Evaluation	3
SED-2040	Introduction to Special Education	3
ED-4350	Literacy Instruction for English Language Learners	3
ED-4990	Supervised Student Teaching 1	6
AED-2200	Methods of Instruction in Secondar Education	3
AED-3320	Literacy in the Content Area (grades 7-12) Instruction	3
AED-3500	Methods of Instruction: Secondary Social Studies	3
	Select two foreign languages in sequence	6
HIS-1101	Survey of Western Civilization to 1500	3
HIS-2301	Medieval History	3
HIS-2401	US History Age of Discovery 1789	3
HIS-2402	History of the United States 1789-1896	3
HIS-3312	Renaissance and Reformation	3
	Select one of the following courses	3
HIS-3307	History of the African American	
	Select four of the following courses	12
HIS-2303	World in the 20th and 21st Century	
HIS-3501	The Atlantic World	
PSC-3317	Africa Government and Politics	
SOC-2040	Social Anthropology	
HIS-2201	New York on Location: Walking Tours in the City	
HIS-3480	New York City in the American Urban Experience	
HIS-3490	Famous Trials: Landmark Legal Cases in American History	
PSC-1100	American National Government	3
	General Electives	**3**
	Total credits	**120**

Program: Early Childhood/Childhood Education: English, B.A.

Early Childhood/Childhood Education: English, B.A. | St. Francis College

Program Overview:

Students who pursue a Bachelor of Science in Early Childhood/Childhood Education with a concentration in English at St. Francis College receive the personalized attention and hands-on field experience needed to become effective elementary educators. The program combines a strong foundation in English language arts with evidence-based teaching practices, preparing graduates to foster literacy, reading comprehension, writing, and communication skills in young learners. SFC faculty bring decades of experience as New York City teachers and administrators, and graduates are well prepared for careers in early childhood and childhood education.

Our technology-rich teacher preparation program integrates English content knowledge, educational theory, field experiences, supported pedagogy, and a semester of full-time, supervised student teaching. Candidates accepted into the Teacher Education program complete the requirements for Initial New York State Certification in Early Childhood/Childhood Education.

Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of the College and affirms its mission to graduate educated, well-rounded individuals who are prepared to make meaningful contributions to their communities and an increasingly diverse world.

Program Learning Objectives:

PLO 1: Teacher candidates demonstrate the ability to recognize the range of individual differences in how students learn and customize instruction to accommodate such diversity.
PLO 2: Teacher candidates demonstrate the ability to develop culturally responsive curriculum and instruction that draws on linguistic and cultural diversity, as well as family background and community values as assets that can be used to promote learning.
PLO 3: Teacher candidates demonstrate the ability to maintain an inclusive learning environment that promotes positive social interactions, acceptance, collaboration, mutual respect, multicultural awareness, an appreciation of diversity, and a concern for others.
PLO 4: Teacher candidates demonstrate an understanding of the central concepts, principles, tools of inquiry, and structures of the disciplinary areas that they teach and create meaningful learning experiences to ensure learner mastery of the content.

PLO 5: Teacher candidates demonstrate the ability to make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

PLO 6: Teacher candidates demonstrate the ability to align lessons with NYS curricular standards for college readiness and successful performance on state-mandated tests.

PLO 7: Teacher candidates demonstrate the ability to use a variety of instructional strategies to engage, motivate; promote critical thinking, self-directed learning, creativity, and collaborative problem solving to extend learners' understanding of the content areas.

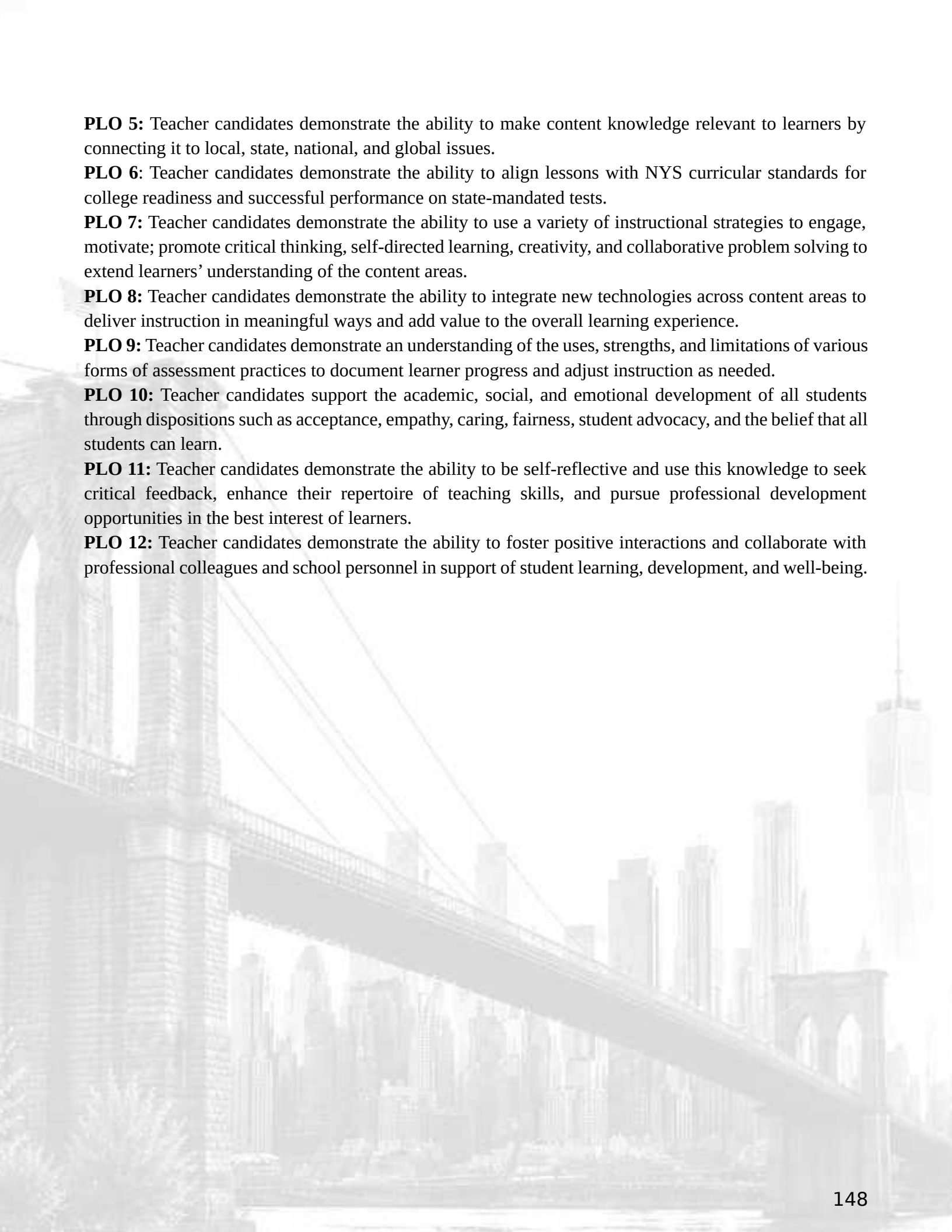
PLO 8: Teacher candidates demonstrate the ability to integrate new technologies across content areas to deliver instruction in meaningful ways and add value to the overall learning experience.

PLO 9: Teacher candidates demonstrate an understanding of the uses, strengths, and limitations of various forms of assessment practices to document learner progress and adjust instruction as needed.

PLO 10: Teacher candidates support the academic, social, and emotional development of all students through dispositions such as acceptance, empathy, caring, fairness, student advocacy, and the belief that all students can learn.

PLO 11: Teacher candidates demonstrate the ability to be self-reflective and use this knowledge to seek critical feedback, enhance their repertoire of teaching skills, and pursue professional development opportunities in the best interest of learners.

PLO 12: Teacher candidates demonstrate the ability to foster positive interactions and collaborate with professional colleagues and school personnel in support of student learning, development, and well-being.



Program Requirements:

Code	Title	Credits
	General Education Requirements	**49**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-1104	Math for Liberal Arts	
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FS	Personal Wellness	2
RS	Religion	3
	Major Requirements	**69**
ED-1201	Foundations of Education	3
ED-2020	Educational Psychology	3
CED-2200	Methods of effective Teaching	3
SED-2040	Foundations of Special Education	3
ED-3001	Science and Technology Methods of Instruction	3
EC-3000	Emergent Literacy	3
CED-3200	Methods of Instruction Mathematics 1-6	3
EC-4600	Methods of Instruction in Early Childhood Education	3
ED-2100	Assessment and Evaluation	3
ED-4350	Literacy Instruction for English Language Learners	3
CED-4990	Supervised Student Teaching	6
	English Concentration Courses	
	Select four LWP 2000 level courses	12
	Select three LWP 3000 level courses	9
	Select one LWP 4000 level course	3
MAT-1108	Mathematics for Elementary Teachers	3
	Select two Foreign Language courses	6
	General Electives	**3**
	Total Credits	**121**

Program: Early Childhood/Childhood Education: Social Studies, B.A.

Early Childhood/Childhood Education: Social Studies, B.A. | St. Francis College

Program Overview:

Students who pursue a Bachelor of Science in Early Childhood/Childhood Education with a concentration in Social Studies at St. Francis College receive the personalized attention and hands-on field experience needed to become effective educators. The program combines a strong foundation in history, political science, economics, geography, and the social sciences with evidence-based teaching practices, preparing graduates to foster critical thinking, civic engagement, and an appreciation for diverse cultures and historical perspectives in young learners. SFC faculty bring decades of experience as New York City teachers and administrators, and graduates are well prepared for careers in early childhood and childhood education.

Our technology-rich teacher preparation program integrates social studies content knowledge, educational theory, field experiences, supported pedagogy, and a semester of full-time, supervised student teaching. Candidates accepted into the Teacher Education program complete the requirements for Initial New York State Certification in Early Childhood/Childhood Education.

Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of the College and affirms its mission to graduate educated, well-rounded individuals who are prepared to make meaningful contributions to their communities and an increasingly diverse world.

Program Learning Objectives:

PLO 1: Teacher candidates demonstrate the ability to recognize the range of individual differences in how students learn and customize instruction to accommodate such diversity.
PLO 2: Teacher candidates demonstrate the ability to develop culturally responsive curriculum and instruction that draws on linguistic and cultural diversity, as well as family background and community values as assets that can be used to promote learning.
PLO 3: Teacher candidates demonstrate the ability to maintain an inclusive learning environment that promotes positive social interactions, acceptance, collaboration, mutual respect, multicultural awareness, an appreciation of diversity, and a concern for others.

PLO 4: Teacher candidates demonstrate an understanding of the central concepts, principles, tools of inquiry, and structures of the disciplinary areas that they teach and create meaningful learning experiences to ensure learner mastery of the content.

PLO 5: Teacher candidates demonstrate the ability to make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

PLO 6: Teacher candidates demonstrate the ability to align lessons with NYS curricular standards for college readiness and successful performance on state-mandated tests.

PLO 7: Teacher candidates demonstrate the ability to use a variety of instructional strategies to engage, motivate; promote critical thinking, self-directed learning, creativity, and collaborative problem solving to extend learners' understanding of the content areas.

PLO 8: Teacher candidates demonstrate the ability to integrate new technologies across content areas to deliver instruction in meaningful ways and add value to the overall learning experience.

PLO 9: Teacher candidates demonstrate an understanding of the uses, strengths, and limitations of various forms of assessment practices to document learner progress and adjust instruction as needed.

PLO 10: Teacher candidates support the academic, social, and emotional development of all students through dispositions such as acceptance, empathy, caring, fairness, student advocacy, and the belief that all students can learn.

PLO 11: Teacher candidates demonstrate the ability to be self-reflective and use this knowledge to seek critical feedback, enhance their repertoire of teaching skills, and pursue professional development opportunities in the best interest of learners.

PLO 12: Teacher candidates demonstrate the ability to foster positive interactions and collaborate with professional colleagues and school personnel in support of student learning, development, and well-being.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**49**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-1104	Math for Liberal Arts	
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
ECO-1201	Introduction to Macroeconomics	
ECO-2202	Introduction to Microeconomics	
HGP	Historical and Global Perspectives	6
FS	Personal Wellness	2
RS	Religion	3
	Major Requirements	**72**
ED-1201	Foundations of Education	3
ED-2020	Educational Psychology	3
CED-2200	Methods of effective Teaching	3
SED-2040	Foundations of Special Education	3
ED-3001	Science and Technology Methods of Instruction	3
EC-3000	Emergent Literacy	3
ED-3001	English Language Arts Methods B-6	3
CED-3200	Methods of Instruction Mathematics 1-6	3
EC-4600	Methods of Instruction in Early Childhood Education	3
ED-2100	Assessment and Evaluation	3
ED-4350	Literacy Instruction for English Language Learners	3
CED-4990	Supervised Student Teaching	6
HIS-1302	Survey of World Since 1500	3
HIS-2202	Ancient History	3
HIS-2301	Medieval History	3
HIS-3312	Renaissance and Reformation	3
HIS-2401	History of the US: Age of Discovery 1789	3
HIS-2402	History of the US: 1789-1896	3
	Select one of the following:	3
HIS-3307	Race and Ethnicity in American Life or	
HIS-3311	History of African Americans	
	History Elective (History/Global Studies/Political Science/Sociology)	3
MAT-1108	Mathematics for Elementary Teachers	3
	Select two Foreign Language courses	6
	Total Credits	**121**

Program: Early Childhood/Childhood Education: Biology, B.A.

Early Childhood/Childhood Education: Biology, B.A. | St. Francis College

Program overview:

Students who pursue a Bachelor of Science in Early Childhood/Childhood Education with a concentration in Biology at St. Francis College receive the personalized attention and hands-on field experience needed to become effective educators. The program combines a strong foundation in the biological sciences with evidence-based teaching practices, preparing graduates to foster scientific inquiry, critical thinking, and an appreciation for the natural world in young learners. SFC faculty bring decades of experience as New York City teachers and administrators, and graduates are well prepared for careers in early childhood and childhood education.

Our technology-rich teacher preparation program integrates biology content knowledge, educational theory, field experiences, supported pedagogy, and a semester of full-time, supervised student teaching. Candidates accepted into the Teacher Education program complete the requirements for Initial New York State Certification in Early Childhood/Childhood Education.

Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of the College and affirms its mission to graduate educated, well-rounded individuals who are prepared to make meaningful contributions to their communities and an increasingly diverse world.

Program Learning Objectives:

PLO 1: Teacher candidates demonstrate the ability to recognize the range of individual differences in how students learn and customize instruction to accommodate such diversity.
PLO 2: Teacher candidates demonstrate the ability to develop culturally responsive curriculum and instruction that draws on linguistic and cultural diversity, as well as family background and community values as assets that can be used to promote learning.
PLO 3: Teacher candidates demonstrate the ability to maintain an inclusive learning environment that promotes positive social interactions, acceptance, collaboration, mutual respect, multicultural awareness, an appreciation of diversity, and a concern for others.
PLO 4: Teacher candidates demonstrate an understanding of the central concepts, principles, tools of inquiry, and structures of the disciplinary areas that they teach and create meaningful learning experiences to ensure learner mastery of the content.

PLO 5: Teacher candidates demonstrate the ability to make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

PLO 6: Teacher candidates demonstrate the ability to align lessons with NYS curricular standards for college readiness and successful performance on state-mandated tests.

PLO 7: Teacher candidates demonstrate the ability to use a variety of instructional strategies to engage, motivate; promote critical thinking, self-directed learning, creativity, and collaborative problem solving to extend learners' understanding of the content areas.

PLO 8: Teacher candidates demonstrate the ability to integrate new technologies across content areas to deliver instruction in meaningful ways and add value to the overall learning experience.

PLO 9: Teacher candidates demonstrate an understanding of the uses, strengths, and limitations of various forms of assessment practices to document learner progress and adjust instruction as needed.

PLO 10: Teacher candidates support the academic, social, and emotional development of all students through dispositions such as acceptance, empathy, caring, fairness, student advocacy, and the belief that all students can learn.

PLO 11: Teacher candidates demonstrate the ability to be self-reflective and use this knowledge to seek critical feedback, enhance their repertoire of teaching skills, and pursue professional development opportunities in the best interest of learners.

PLO 12: Teacher candidates demonstrate the ability to foster positive interactions and collaborate with professional colleagues and school personnel in support of student learning, development, and well-being.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**49**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-1107	Algebra and Trigonometry for Science Majors	
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Studies	6
HGP	Historical and Global Perspectives	6
FH	Fitness and Health	2
RS	Religion	3
	Major Requirements	**65**
ED-1201	Foundations of Education	3
ED-2020	Educational Psychology	3
CED-2200	Methods of effective Teaching	3
ED-3001	Science and Technology Methods of Instruction	3
EC-3000	Emergent Literacy	3
ED-3001	English Language Arts Methods B-6	3
CED-3200	Methods of Instruction Mathematics 1-6	3
EC-4600	Methods of Instruction in Early Childhood Education	3
ED-2100	Assessment and Evaluation	3
ED-4350	Literacy Instruction for English Language Learners	3
CED-4990	Supervised Student Teaching	6
BIO-1140	Anatomy & Physiology I	4
BIO-1141	Anatomy & Physiology II	4
BIO-2204	Ecology	3
BIO-2204L	Ecology Laboratory	1
	Two advanced biology courses (BIO-2202, BIO-2203, BIO-2250, BIO-3302, BIO-3303)	8
MAT-2301	Statistics	3
	Foreign Languages (Two courses)	6
	General electives	**6**
	Total credits	**120**

Program: Early Childhood/Childhood Education: Mathematics, B.A.

Early Childhood/Childhood Education: Mathematics, B.A. | St. Francis College

Program Overview:

Students who pursue a Bachelor of Science in Early Childhood/Childhood Education with a concentration in Mathematics at St. Francis College receive the personalized attention and hands-on field experience needed to become effective educators. The program combines a strong foundation in mathematics with evidence-based teaching practices, preparing graduates to foster problem-solving, quantitative reasoning, and analytical thinking in young learners. SFC faculty bring decades of experience as New York City teachers and administrators, and graduates are well prepared for careers in early childhood and childhood education.

Our technology-rich teacher preparation program integrates mathematics content knowledge, educational theory, field experiences, supported pedagogy, and a semester of full-time, supervised student teaching. Candidates accepted into the Teacher Education program complete the requirements for Initial New York State Certification in Early Childhood/Childhood Education.

Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of the College and affirms its mission to graduate educated, well-rounded individuals who are prepared to make meaningful contributions to their communities and an increasingly diverse world.

Program Learning Objectives:

PLO 1: Teacher candidates demonstrate the ability to recognize the range of individual differences in how students learn and customize instruction to accommodate such diversity.
PLO 2: Teacher candidates demonstrate the ability to develop culturally responsive curriculum and instruction that draws on linguistic and cultural diversity, as well as family background and community values as assets that can be used to promote learning.
PLO 3: Teacher candidates demonstrate the ability to maintain an inclusive learning environment that promotes positive social interactions, acceptance, collaboration, mutual respect, multicultural awareness, an appreciation of diversity, and a concern for others.
PLO 4: Teacher candidates demonstrate an understanding of the central concepts, principles, tools of inquiry, and structures of the disciplinary areas that they teach and create meaningful learning experiences to ensure learner mastery of the content.
PLO 5: Teacher candidates demonstrate the ability to make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

PLO 6: Teacher candidates demonstrate the ability to align lessons with NYS curricular standards for college readiness and successful performance on state-mandated tests.

PLO 7: Teacher candidates demonstrate the ability to use a variety of instructional strategies to engage, motivate; promote critical thinking, self-directed learning, creativity, and collaborative problem solving to extend learners' understanding of the content areas.

PLO 8: Teacher candidates demonstrate the ability to integrate new technologies across content areas to deliver instruction in meaningful ways and add value to the overall learning experience.

PLO 9: Teacher candidates demonstrate an understanding of the uses, strengths, and limitations of various forms of assessment practices to document learner progress and adjust instruction as needed.

PLO 10: Teacher candidates support the academic, social, and emotional development of all students through dispositions such as acceptance, empathy, caring, fairness, student advocacy, and the belief that all students can learn.

PLO 11: Teacher candidates demonstrate the ability to be self-reflective and use this knowledge to seek critical feedback, enhance their repertoire of teaching skills, and pursue professional development opportunities in the best interest of learners.

PLO 12: Teacher candidates demonstrate the ability to foster positive interactions and collaborate with professional colleagues and school personnel in support of student learning, development, and well-being.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**49**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-1104	Math for Liberal Arts	
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Fitness and Health	2
RS	Religion	3
	Major Requirements	**69**
ED-1201	Foundations of Education	3
ED-2020	Educational Psychology	3
CED-2200	Methods of effective Teaching	3
ED-3001	Science and Technology Methods of Instruction	3
EC-3000	Emergent Literacy	3
ED-3001	English Language Arts Methods B-6	3
ED-3002	Methods of Instruction Mathematics 1-6	3
EC-4600	Methods of Instruction in Early Childhood Education	3
ED-2100	Assessment and Evaluation	3
ED-4350	Literacy Instruction for English Language Learners	3
CED-4990	Supervised Student Teaching	6
MAT-1105C	College Algebra	6
MAT-1107	Algebra and Trig for Science Majors	3
MAT-2202	Calculus I	4
MAT-2302	Calculus II	4
MAT-2301	Statistics	3
MAT-2309	College Geometry	3
MAT-3312	Linear Algebra	4
	Foreign Languages (Two courses)	6
	General Electives	**3**
	Total credits	**121**

Program: Childhood Education: Students with Disabilities (All Grades), B.A.

Childhood Education: Students with Disabilities (All Grades), B.A. | St. Francis College

Program Overview:

Students who pursue a bachelor's degree in childhood education-Students with Disabilities from St. Francis College will get the personalized attention needed to become effective educators, and the field experience needed to become instructional leaders. SFC professors have decades of NYC school experience as both teachers and administrators, and, even in a tight teaching market, graduates of the program are landing jobs at graduation. Our technology-rich professional studies programs incorporate theory, field experience, supported pedagogy, and a semester of full-time, supervised student teaching. Candidates accepted into the Teacher Education program prepare for Initial New York State Certification in both Childhood Education 1-6 and Students with Disabilities (All Grades). Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of SFC and affirms its mission to graduate educated, well-rounded individuals who enter the workforce and work to change and culturally diversify the world.

Program Learning Objectives:

PLO 1: Teacher candidates demonstrate the ability to recognize the range of individual differences in how students learn and customize instruction to accommodate such diversity.
PLO 2: Teacher candidates demonstrate the ability to develop culturally responsive curriculum and instruction that draws on linguistic and cultural diversity, as well as family background and community values as assets that can be used to promote learning.
PLO 3: Teacher candidates demonstrate the ability to maintain an inclusive learning environment that promotes positive social interactions, acceptance, collaboration, mutual respect, multicultural awareness, an appreciation of diversity, and a concern for others.
PLO 4: Teacher candidates demonstrate an understanding of the central concepts, principles, tools of inquiry, and structures of the disciplinary areas that they teach and create meaningful learning experiences to ensure learner mastery of the content.
PLO 5: Teacher candidates demonstrate the ability to make content knowledge relevant to learners by connecting it to local, state, national, and global issues.
PLO 6: Teacher candidates demonstrate the ability to align lessons with NYS curricular standards for college readiness and successful performance on state-mandated tests.
PLO 7: Teacher candidates demonstrate the ability to use a variety of instructional strategies to engage, motivate; promote critical thinking, self-directed learning, creativity, and collaborative problem solving to

extend learners' understanding of the content areas.

PLO 8: Teacher candidates demonstrate the ability to integrate new technologies across content areas to deliver instruction in meaningful ways and add value to the overall learning experience.

PLO 9: Teacher candidates demonstrate an understanding of the uses, strengths, and limitations of various forms of assessment practices to document learner progress and adjust instruction as needed.

PLO 10: Teacher candidates support the academic, social, and emotional development of all students through dispositions such as acceptance, empathy, caring, fairness, student advocacy, and the belief that all students can learn.

PLO 11: Teacher candidates demonstrate the ability to be self-reflective and use this knowledge to seek critical feedback, enhance their repertoire of teaching skills, and pursue professional development opportunities in the best interest of learners.

PLO 12: Teacher candidates demonstrate the ability to foster positive interactions and collaborate with professional colleagues and school personnel in support of student learning, development, and well-being.

Program requirements:

	Code	Title	Credits

	General Education Requirements	**49**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-1104 or MAT-1105	Math for Liberal Arts or College Algebra	
DL	Digital Literacy	3
IT-1001	Computer Tools	
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**75**
ED-1201	Foundations of Education	3
ED-2020	Educational Psychology	3
CED-2200	Methods of Effective Teaching	3
SED-2040	Foundations of Special Education	3
ED-3200	Management of Learning Environments for Students with Disabilities	3
ED-3001	Science and Technology Methods of Instruction	3
CED-4300	Methods of Teaching Reading (1-6)	3
ED-3002	English Language Arts methods B-6	3
CED-3200	Methods of Instruction Mathematics (1-6)	3
ED-3202	Assessment, Diagnosis, and Evaluation of Students with Disabilities	3
ED-3201	Curriculum & Methods for Teaching Students with Disabilities	3
ED-4350	Literacy Instruction for English Language Learners	3
CED-4990	Supervised Student Teaching	6
	Select four LWP 2000 level courses	12
	Select three LWP 3000 level courses	9
	Select one LWP 4000 level course	3
MAT-2301	Statistics	3
	Select two foreign language courses	6
	Total Credits	**124**

Program: Educational Studies, B.S.

Educational Studies, B.S. | St. Francis College

Program Overview:

The Bachelor of Science in Educational Studies at St. Francis College provides students with a strong foundation in educational theory, policy, psychology, technology, and social justice while preparing them for careers in education and related fields. Through a combination of liberal arts coursework and specialized education courses, students develop critical thinking, communication, research, and leadership skills needed to support diverse learners and educational communities. Students can also build expertise in public advocacy, data literacy, or technology literacy through a designated literacy strand. Grounded in St. Francis College's commitment to academic excellence and service, the Educational Studies program prepares graduates for careers in educational organizations, nonprofit agencies, community programs, and graduate study in education and related disciplines.

Program Learning Objectives:

PLO 1: Teacher candidates demonstrate the ability to recognize the range of individual differences in how students learn and customize instruction to accommodate such diversity.
PLO 2: Teacher candidates demonstrate the ability to develop culturally responsive curriculum and instruction that draws on linguistic and cultural diversity, as well as family background and community values as assets that can be used to promote learning.
PLO 3: Teacher candidates demonstrate the ability to maintain an inclusive learning environment that promotes positive social interactions, acceptance, collaboration, mutual respect, multicultural awareness, an appreciation of diversity, and a concern for others.
PLO 4: Teacher candidates demonstrate an understanding of the central concepts, principles, tools of inquiry, and structures of the disciplinary areas that they teach and create meaningful learning experiences to ensure learner mastery of the content.
PLO 5: Teacher candidates demonstrate the ability to make content knowledge relevant to learners by connecting it to local, state, national, and global issues.
PLO 6: Teacher candidates demonstrate the ability to align lessons with NYS curricular standards for college readiness and successful performance on state-mandated tests.
PLO 7: Teacher candidates demonstrate the ability to use a variety of instructional strategies to engage, motivate; promote critical thinking, self-directed learning, creativity, and collaborative problem solving to extend learners' understanding of the content areas.
PLO 8: Teacher candidates demonstrate the ability to integrate new technologies across content areas to deliver instruction in meaningful ways and add value to the overall learning experience.
PLO 9: Teacher candidates demonstrate an understanding of the uses, strengths, and limitations of various forms of assessment practices to document learner progress and adjust instruction as needed.
PLO 10: Teacher candidates support the academic, social, and emotional development of all students through dispositions such as acceptance, empathy, caring, fairness, student advocacy, and the belief that all students can learn.
PLO 11: Teacher candidates demonstrate the ability to be self-reflective and use this knowledge to seek critical feedback,

enhance their repertoire of teaching skills, and pursue professional development opportunities in the best interest of learners.

PLO 12: Teacher candidates demonstrate the ability to foster positive interactions and collaborate with professional colleagues and school personnel in support of student learning, development, and well-being.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FS	Personal Wellness	2
RS	Religion	3
	Major Requirements	**60**
ED-1201	Foundations of Education	3
ED-2020	Educational Psychology	3
ED-2100	Assessment and Evaluation	3
ED-3000	Teaching with Technology	3
ED-3101	Foundations of Multicultural Education	3
ED-3110	Critical Topics in Education Policy	3
ED-3102	Urban Education	3
ED-4101	Education and Social Justice	3
ED-4102	Action Research in Education	3
ED-4998	Senior Seminar in Educational Studies	3
PSY-2100	Introduction to Psychology	3
PSY-3300	Statistical Methods	3
PSY-3301	Quantitative Research	3
PSY-3320	Cognitive Psychology	3
SOC-4210	Social Research	3
IT-1102	Multimedia Design	3
IT-1103	Computer-Based Instruction	3
IT-2410	Web Design	3
IT-2430	Computers in Education	3
IT-2620	Business Application	3
	Liberal Arts	**12**
	Total Credits	**120**

Program: School Building Leadership, Advanced Certificate

School Building Leadership, Advanced Certificate | St. Francis College

Program Overview:

The Advanced Certificate in School Building Leadership is a graduate certificate designed to prepare New York State certified School Building Leaders. Students receive preparation to serve as curricular and operational leaders in P-12 settings as they analyze critical and contemporary issues as well as study best practices in school finance and law.

In addition, each student will complete an administrative internship in a school setting where they can apply theories to practice in authentic school environments.

Program Learning Objectives:

PLO 1: Enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
PLO 2: Act ethically and according to professional norms to promote each student's academic success and well-being with a focus on continuous improvement in all areas.
PLO 3: Uphold culturally responsive practices to promote each student's academic success and well-being, focusing on equity of educational opportunity.
PLO 4: Support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
PLO 5: Cultivate an inclusive, caring, and supportive school community that also engages families and the larger community in meaningful and mutually beneficial ways.
PLO 6: Develop the professional capacity and practice of school personnel through professional communities to promote each student's academic success and well-being.
PLO 7: Manage school operations and resources to promote each student's academic success and well-being.

Program Requirements:

Code	Title	Credits
ED-6100	Curriculum and Supervision	3
ED-6101	Critical Issues in Educational Leadership	3
ED-6102	Law and Governance in School Supervision	3
ED-6103	School Finance	3
ED-6990	Literacy Practicum	3
	Total Credits	15

The Advanced Certificate in School Building Leadership is open to individuals who have met the following requirements:

- Completed BA or BS with a GPA of 3.0 or higher
- A Master's degree in any field from an institution of higher education approved by the Commissioner of Education or a regional accrediting agency with a 3.0 GPA or higher
- Teaching/Pupil Personnel Service experience such that by the time of certificate completion, 3 years will have been completed

Department: Health Sciences and Leadership

Health Sciences and Leadership | St. Francis College

Department Mission:

The Health Science and Leadership Department provides a fundamental and thorough education in the liberal arts tradition while concurrently providing pre-professional preparation in the field of health and wellness education. Mastery of the liberal arts core as well as communication skills built sequentially into the major curriculum support the graduate as they enter and adapt to changes in the professions and contributes to their success as a mature and responsible citizen beyond graduation. The program is designed to prepare students for careers immediately after graduation and/or graduate school, as well as professional schools for medicine, dentistry, podiatry, and veterinary medicine, as well as other programs such as physician assistant, occupational therapy, physical therapy, and radiological sciences.

Faculty:

- Melissa James, Ed.D., Associate Professor & Chairperson
- Marlon Joseph, Ph.D., Associate Professor
- John McNamara, Ph.D., Professor

Programs:

- Exercise and Movement Science, B.S.
- Health Promotion and Science, B.S.
- Health Care Management, B.S.
- Public Health, B.S.
- Radiologic Sciences, B.S.
- Public Health, Minor
- Health Sciences, A.S.

Program: Exercise and Movement Science, B.S.

Exercise and Movement Science, B.S. | St. Francis College

Program Overview:

The Bachelor of Science degree in Exercise and Movement Science at St. Francis College provides students with a well-rounded curriculum that covers topics such as kinesiology, biomechanics, physiology, and sport psychology. Graduates pursue rewarding careers as personal trainers, fitness managers, strength and conditioning specialists, corporate wellness coordinators, exercise physiologists, and healthcare consultants.

The science of health, wellness, and sports performance is becoming increasingly important in our daily lives. At the center of this is exercise and movement science. Exercise professionals work to maximize athletic performance while minimizing injury regardless of sport. Whether interested in traditional sports, high-intensity interval training (HIIT), or wellness activities like yoga, a degree in exercise and movement science at SFC separates students from others and puts them on a path to helping individuals stay fit, active, and healthy.

The program is designed to prepare students for immediate, meaningful careers in health, fitness, wellness, and sports performance upon graduation. For students interested in advancing their expertise, the degree also provides a strong foundation for graduate studies in fields such as physical therapy, athletic training, exercise physiology, and sports medicine.

Program Learning Objectives:

PLO 1: Demonstrate an understanding of the cross-disciplinary nature of exercise, wellness, and fitness by integrating concepts from multiple related fields

PLO 2: Apply knowledge, skills, and professional dispositions to pursue careers in movement-related fields and contribute to exercise, fitness, and comprehensive wellness initiatives

PLO 3: Analyze and advocate for issues related to exercise, wellness, and fitness, including public access, exercise adherence, and awareness of physical activity as a lifelong lifestyle choice.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**50**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	8
BIO-1140	Anatomy and Physiology I	
BIO-1140L	Anatomy and Physiology I Lab	
BIO-1141	Anatomy and Physiology II	
BIO-1141L	Anatomy and Physiology II Lab	
EP	Ethics and Philosophy	6
SSS	Social Studies	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**43**
HC-1001	Introduction to American Health Service Delivery I	3
HS-1201	Community Health	3
HS-1207	Nutrition	3
HS-1305	Coping with Stress	3
HS-2151	Theory and Research in Health Promotion	3
HS-3250	Designing Health Promotional Programs	3
EXM-2208	Intro to Exercise and Movement Science/Kinesiology	3
EXM-3200	Biomechanics	3
EXM-3322	Introduction to Legal Issues	3
EXM-3304	Organization and Administration of Physical Education	3
EXM-3305	Physiology of Exercise	3
EXM-3308	Motor Learning	3
EXM-4302	Special Topics in Exercise Science (Special Needs)	3
EXM-4616	Behavior Change Strategies	3
EXM-4990	Exercise Science Practicum	3
	Liberal Arts	**12**
	General Electives	**15**
	Total Credits	**122**

Program: Health Promotion and Science, B.S.

Health Promotion and Science, B.S. | St. Francis College

Program Overview:

The Bachelor of Science degree in Health Promotion and Science at St. Francis Colleges in New York teaches students how to teach and promote well-being. More than just moderating or eliminating potentially risky behavior, the program emphasizes personal decisions and behavioral choices. SFC prepares health science majors to succeed in this increasingly important and growing field. Through instruction in data collection, analysis and interpretation, and needs assessment, students gain experience in designing and conducting health-promotion programs and events.

Learning is augmented through hands-on experience, such as service learning and internships at national health organizations, including the American Cancer Society, local community health organizations such as Rivington House, and medical settings such as Brooklyn Medical Group and Methodist Hospital. Underlying the focused, outcomes-driven Bachelor of Health Science curriculum in New York City is SFC's robust General Education Program, which is the cornerstone of SFC and affirms its mission to graduate educated, well-rounded individuals prepared to enter the workforce and change and culturally diversify the world.

Program Learning Objectives:

PLO 1: Identify the ethical consideration associated with planning, implementing and evaluating health promotion programs.
PLO 2: Demonstration respect and understanding of diverse populations and achieve a level of cultural competency appropriate for professional working environments.
PLO 3: Investigate, analyze, write, and present well-documented research papers based on complex health problems.
PLO 4: Identify programmatic strategies to meet the needs of specific populations

Program Requirements:

Code	Title	Credits
	General Education Requirements	**50**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR 1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	8
BIO-1140 & BIO-1140L	Anatomy and Physiology I & Laboratory	
BIO-1141 & BIO-1141L	Anatomy and Physiology II & Laboratory	
EP	Ethics and Philosophy	6
PHI-2502	Medical Ethics	
	Choose one EP course	
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**42**
HS-1201	Community Health	3
HS-2150	Methods in Teaching Health	3
HS-2151	Theory & Research in Health Promotion	3
HS-2406	Epidemiology	3
HS-3250	Designing Health Promotional Programs	3
HS-3251	Implementation and Evaluation of Health	3
HS-4350	Intro to Research and Bioethics in HP	3
HS-4990	Internship in Allied Health I	3
HS-4998	Seminar in Health Science	3
	Select three Health Promotion electives	9
HS-1206	Safety and First Aid	
HS-1207	Nutrition	
HS-1305	Coping with Stress	
HS-1306	Healing and Wholeness	
HS-1403	Women’s Health Issues	
HS-1419	Death, Loss, and Grief	
HS-1501	Introduction to Public Health	
HS-2240	Introduction to Environmental Public Health	
MAT-2301	Statistics	3
PSY-1100	General Psychology	3
	General Electives	**30**
	Total Credits	**122**

Program: Health Care Management, B.S.

Health Care Management, B.S. | St. Francis College

Program Overview:

Whether already working in the health care field or looking to change careers or starting college for the first time, students in the Bachelor of Science degree in Health Care Management at St. Francis College are put on a path to positively impact the health care and outcomes of our diverse community.

A Bachelor of Science in Healthcare Management prepares students to become effective managers of health care services and programs. Students will develop an understanding of the legal and regulatory environment, learn to assess and respond to complex health management challenges and formulate strategic plans for health care facilities.

Graduates of Health Care Management will launch into one of the fastest growing occupations with the Bureau of Labor Statistics projecting jobs growth of 32% from 2020 to 2030, much faster than all occupations. Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of SFC and affirms its mission to graduate educated, well-rounded individuals who enter the workforce and work to change and culturally diversify the world.

Program Learning Objectives:

PLO 1: Apply course content of the internship experience.
PLO 2: Demonstrate respect and understanding of diverse populations and achieve a level of cultural competency appropriate for professional working environments.
PLO 3: Work constructively and collaboratively in a working/research group or committee solving case studies in healthcare management.
PLO 4: Experience working in a professional work environment as part of an internship experience.
PLO 5: Investigate, analyze, write and present well-documented research papers based on complex healthcare management problems.
PLO 6: Formulate strategic plans for a health care facility based on managerial and legal practices.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**50**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	8
BIO-1140	Anatomy and Physiology I	
BIO-1140L	Anatomy and Physiology I Lab	
BIO-1141	Anatomy and Physiology II	
BIO-1141L	Anatomy and Physiology II Lab	
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**33**
HC-1001	Introduction to American Health Service Delivery I	3
HC-2001	Organization and Management of Health Institutions	3
HC-2002	Legal Issues in Health Care	3
HC-2003	Decision-Making in Health Field	3
HC-3001	Personnel Management in the Health Field	3
HC-4990	Field Placement in the Health Field I	3
	Select two Health Care Management electives or HS electives	6
ACC-1700	Accounting for Healthcare Organizations	3
HS-1201	Community Health	3
MAT-2301	Statistics	3
	Liberal Arts	**21**
	General Electives	**18**
	Total Credits	**122**

Program: Public Health, B.S.

Public Health, B.S. | St. Francis College

Program Overview:

The Bachelor of Science in Public Health program at St. Francis College in New York prepares students for advanced studies in public health, the health professions, occupational therapy, physical therapy, medical careers, pharmacy careers, nursing, and more. Public Health students develop the competencies and skills necessary for positions in a variety of professional settings such as local, state, and federal health and social service agencies and non-governmental and voluntary health organizations, health care, and private industry.

This Public Health degree program has been designed to provide opportunities for SFC students to work with underserved communities. The major supplements interest in adding a minor to a course of study in the college, and it will enable students to enter the healthcare profession better prepared to serve their communities in providing healthcare to all.

Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of SFC and affirms its mission to graduate educated, well-rounded individuals who enter the workforce and work to change and culturally diversify the world.

Program Learning Objectives:

PLO 1: Organize ideas clearly and effectively.
PLO 2: Apply appropriate communication strategies with clients and their families, community organizations, and/or other stakeholders.
PLO 3: Analyze community health needs with critical thinking and problem-solving skills.
PLO 4: Practice awareness of cultural, ethnic, age, gender, and lifestyle differences.
PLO 5: Demonstrate ethical and professional conduct appropriate to the community health environment.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**50**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	8
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**28**
BIO-1140 & BIO-1140L	Anatomy and Physiology I & Laboratory	4
BIO-1141 & BIO-1141L	Anatomy and Physiology II & Laboratory	4
BIO-1201 & BIO-1201L	General Biology & Laboratory	4
HS-1501	Introduction to Public Health	3
HS-2406	Epidemiology	3
	Select two of the following courses:	6
BIO-5101	History of Medicine in America	
HS-1201	Community Health	
HS-1207	Nutrition	
HS-1306	Healing and Wholeness	
HS-1403	Women's Health Issues	
HS-2240	Introduction to Environmental Public Health	
HS-2150	Methods in Teaching Health	
ECO-3310	Health Economics	
PHI-2502	Medical Ethics	
	Liberal Arts	**21**
	General Electives	**21**
	Total Credits	**120**

Program: Radiologic Sciences, B.S., partnership with Touro University

Radiologic Sciences, B.S. with Touro University | St. Francis College

Program Overview:

In partnership with **Touro University**, St. Francis College offers a Bachelor of Science degree in Radiologic Sciences with concentrations in Radiation Therapy. Students complete two years of study at St. Francis College to first obtain an Associate of Science (A.S.) in Health Science. Upon receiving their associate's degree, students must apply and be accepted into Touro University's Radiologic Sciences Program. In this program, students complete the final two years of coursework and clinical rotations at locations throughout the New York metropolitan area. St. Francis College students must complete all program requirements at both St. Francis College and Touro University for St. Francis College to award the B.S. in Radiologic Sciences. Underlying this focused, outcomes-driven curriculum is SFC's robust General Education Program, the cornerstone of the College, which affirms its mission to graduate educated, well-rounded individuals who enter the workforce prepared to contribute positively to society.

For further information on the program at Touro University, please contact: Stephanie Evans at: stephanie.evans@touro.edu or Stephaion Phillip at sphillip11@touro.edu. **Location:** 50 West 47th Street, 14th floor New York, NY 10036

For further information on the Radiologic Science program at St. Francis College, please contact: Allen Burdowski, Professor of Biology at: aburdowski@sfc.edu or Noemi Rivera, Assistant Dean for Science Education at: nrivera622@sfc.edu.

Admission Requirements Before Attending Touro: Students must complete SFC prerequisites, including:

- Minimum 2.0 GPA
- 48 General Education credits
- Anatomy & Physiology I and II
- General Psychology
- Health Issues
- Computer Tools
- Introduction to Physics
- 13 Liberal Arts elective credits
- TEAS examination

- Touro Math and General Science examination
- High school diploma (or equivalent)
- At least 18 years of age by December 31 of the admission year

Radiology bachelor's degree Application Process:

- An application to Touro University for the Radiologic Science program includes Program Application. After applying, Touro University will schedule and arrange for students to take the TEAS exam.
- Once students have applied, they will work with Touro University on the status of their application.
- NOTE: Admissions to the program are not guaranteed and dependent on the student's performance, review of application, and available space at Touro University.

Radiology Major Course Registration:

- Upon acceptance to Touro University, students must maintain their matriculation at St. Francis College. SFC is the home institution for tuition, billing, and financial aid.
- To maintain matriculation at SFC, students must visit the Registrar's Office (Room 6205) to enroll in a bulk 12-credit placeholder course (RADSCI TERM TOURO).
- Touro University sets the curriculum course schedule.
- Students eligible for financial aid will continue to be eligible. Students should complete a FAFSA application and continue to indicate St. Francis College as the institution. Students are financially responsible to St. Francis College for all tuition and fees.
- Upon registration students must also complete a FERPA waiver form to permit the Registrar's Office at SFC access to final grades from Touro University. The FERPA waiver will allow Touro University to report final grades in courses to St. Francis College.

Program Learning Objectives:

PLO 1: Demonstrate knowledge of x-ray physics and related math.
PLO 2: Exhibit professional conduct and ethical decision making.
PLO 3: Work in a team while conducting patient procedures.
PLO 4: Explain the different modalities for examining patients.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**50**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
IT-1001	Computer Tools	
ALC	Arts and Literature across Cultures	3
NSS	Natural Sciences	8
BIO-1140 & BIO-1140L	Anatomy and Physiology I & Laboratory	
BIO-1141 & BIO-1141L	Anatomy and Physiology II & Laboratory	
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
PSY-1108	Life-Span Development	
	Select one SSS course	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
HS-1201	Community Health	3
RS	Religion	3
	Major Requirements	**9**
PHY-1001	Physics and the Modern World 1	3
HS-1207	Nutrition	3
MAT-2301	Statistics	3
	Liberal Arts	**6**
	Radiologic Sciences credits at Touro University	**57**
	Total Credits	**122**

Program: Radiologic Sciences, B.S., partnership with Center for Allied Health Education (CAHE)

Radiologic Sciences, B.S. with CAHE | St. Francis College

Program Overview:

In partnership with Center for Allied Health Education (CAHE), St. Francis College offers a Bachelor of Science degree in Radiologic Sciences with concentrations in Diagnostic Medical Sonography, Radiation Therapy. Students complete two years of study at St. Francis College to first obtain an Associate of Science (A.S.) in Health Sciences. Upon receiving their associate's degree, students must apply and be accepted into their selected CAHE program. In these programs, students complete the final years of professional coursework and clinical education at CAHE and affiliated clinical sites throughout the New York metropolitan area. St. Francis College students must complete all program requirements at both St. Francis College and the Center for Allied Health Education for St. Francis College to award the B.S. in Radiologic Sciences. For further information on the Radiologic Science program at St. Francis College, please contact: Allen Burdowski, Professor of Biology at: aburdowski@sfc.edu or Noemi Rivera, Assistant Dean for Science Education at: nrivera622@sfc.edu.

Eligibility Requirements: To be eligible for one of the reserved CAHE seats, students must:

- Maintain a minimum cumulative GPA of 3.25.
- Remain enrolled full-time at St. Francis College with no outstanding tuition or fees.
- Earn the Associate of Science (A.S.) in Health Sciences from St. Francis College.
- Complete a college-level Communications course and Mathematics course (3 or more credits each) with a grade of C or higher to qualify for an exemption from the CAHE Entrance Examination.
- Complete Anatomy and Physiology I, Anatomy and Physiology II, and Physics (3 or more credits each) with a grade of B or higher before applying.

Registration: Students must be registered at CAHE and fully financially packaged 45 days prior to the start of each term, according to the CAHE academic calendar. Any reserved SFC seat that is not filled 44 days prior to the beginning of the term will be released by CAHE to other qualified applicants. Location: 1401 Kings Highway, 2nd Floor, Brooklyn, NY 11229

Program Learning Objectives:

PLO 1: Demonstrate knowledge of x-ray physics and related math.
PLO 2: Exhibit professional conduct and ethical decision making.
PLO 3: Work in a team while conducting patient procedures.
PLO 4: Explain the different modalities for examining patients.

Diagnostic Medical Sonography (DMS) pathway: SFC Coursework Prior to CAHE:

Code	Title	**Credits**
COM-1000	Fundamentals of Public Speaking	3
IT-1001	Computer Tools	3
WRI-1100 *No later than second semester at SFC*	Writing and Research	3
ENT-1777	Design Thinking and Innovation	3
PSY-1108	Life-Span Development	3
HIS-1200	Understanding the Human Rights	3
HS-201	Community Health	3
HS-2406	Epidemiology	3
LA	Select one Liberal Arts course	1
	Total Credits	**25**

Radiation Therapy (RT) Pathway: SFC Coursework Prior to CAHE:

Code	Title	**Credits**
COM-1000	Fundamentals of Public Speaking	3
MAT-1105	College Algebra	4
IT-1001	Computer Tools	3
WRI-1100 *No later than second semester at SFC*	Writing and Research	3
ENT-1777	Design Thinking and Innovation	3
PSY-1108	Life-Span Development	3
HIS-1200	Understanding the Human Rights	3
HS-1201	Community Health	3
	Total Credits	**25**

Program: Public Health, Minor

Public Health, Minor | St. Francis College

Program Overview:

The minor in Public Health will provide students with an introduction to the vital principles of public health. Through two required courses in public health and epidemiology, students explore the ways social, political and economic forces influence the health of populations and learn about the causes and control of disease, including epidemics and pandemics. Elective courses allow students to focus on public health, through Honors courses in global public health, nutrition, economics, sociology, health care, history of medicine, and health policy.

This minor is appropriate for students considering careers and/or further study in the health professions, particularly in medicine, community or global public health, political science, management, sociology, psychology, prelaw, social work, health promotion, nursing, and other fields. The past few years have seen an increase in interest in public health, by not only students in Biology and the Health Promotion Department, but from other majors. The college has seen an increase in students expressing interest in applying to graduate programs in public health. The minor in public health will provide an opportunity for our students to utilize this program to augment their education in this area.

Additionally, after reviewing the topics of the new MCAT exams, there is an increased expectation that students should be aware of issues that are related to the delivery of health care, health care, public health, the sociology of health care and epidemiology. The minor in Public Health is an interdisciplinary program with two required courses offered and administered by the Department of Biology and Health Promotion.

Program Learning Objectives:

PLO 1: Identify causes of social and behavioral factors that affect the health of individuals and populations based on theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.
PLO 2: Assess individual, organizational and community concerns, assets, resources, and deficits for social and behavioral science interventions.
PLO 3: Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions.
PLO 4: Demonstrate steps and procedures for the planning, implementation, and evaluation of public health programs, policies, and interventions.
PLO 5: Apply evidence-based, ethically grounded approaches in the development and evaluation of social and behavioral science interventions.

Program Requirements:

Code	Title	Credits
	Select two of the following courses:	8
BIO-1101	Introduction to Human Biology	
BIO-1107&L	Anatomy and Physiology I & Lab	
BIO-1108	Anatomy and Physiology II & Lab	
BIO-1201 & L	General Biology & Lab	
BIO-1140&L	Anatomy and Physiology for Health Science I & Lab	
BIO-1141 & L	Anatomy and Physiology for Health Science II & Lab	
HS-1501	Introduction to Public Health	3
HS-2406	Epidemiology	3
	Select two of the following courses:	6
Bio-1001	History of Science & Medicine in America	
HS-1201	Community Health	
HS-1207	Nutrition	
HS-1306	Healing and Wholeness	
HS-1403	Women's Health Issues	
HS-2240	Introduction to Environmental Public Health	
HS-2150	Methods in Teaching Health	
ECO-3310	Health Economics	
PHI-2502	Medical Ethics	
SOC-4008	Topic: Sociology of Health & Medicine	
	Total Credits	**20**

Program: Health Sciences, A.S.

Health Sciences, A.S. | St. Francis College

Program Overview:

The Associate of Science in Health Sciences program at St. Francis College is a two-year, 60-credit degree designed to prepare students for entry-level careers in healthcare and provide a strong academic foundation for transfer into bachelor's and advanced professional programs.

The curriculum integrates liberal arts education with core health science coursework, emphasizing communication, critical thinking, cultural competence, ethical practice, and evidence-based decision-making. Students gain knowledge in anatomy and physiology, nutrition, epidemiology, healthcare systems, medical ethics, and organizational management while developing the skills needed to address contemporary public health challenges and serve diverse populations.

Graduates are prepared for a wide range of clinical and nonclinical career opportunities in healthcare organizations, public health agencies, community organizations, insurance and pharmaceutical industries, or for continued study in fields such as nursing, medicine, physical therapy, occupational therapy, and other health professions.

Program Learning Objectives:

PLO 1: Apply appropriate communication strategies with clients and their families, community organizations, and/or other stakeholders.
PLO 2: Analyze health needs with critical thinking and problem-solving skills.
PLO 3: Practice awareness of cultural, ethnic, age, gender, and lifestyle differences.
PLO 4: Demonstrate ethical and professional conduct appropriate to the health science community.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**35**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-1104 or MAT-1105	Math for Liberal Arts or College Algebra	
DL	Digital Literacy	3
IT-1002	Computer Tools	
ALC	Arts and Literature across Cultures	3
NSS	Natural Sciences	4
BIO-1140 & BIO-1140 L	Anatomy & Physiology I & Laboratory	
EP	Ethics & Philosophy	3
SSS	Social Sciences	3
PSY-1108	Life-Span Development	
HGP	Historical & Global Perspectives	3
FS	Personal Wellness	2
HS-1201	Health Science	
RS	Religion	3
	Major Requirements	**22**
HC-1001	Introduction to American Health Service Delivery	3
AP-1141 & AP-1141L	Anatomy and Physiology II & Laboratory	4
HS-1207	Nutrition	3
MAT-2301	Statistics	3
PHI-2502	Medical Ethics	3
HS-2406	Epidemiology	3
BUS-1001	Organization and Management	3
	General Electives	**3**
	Total Credits	**60**

Department: Interdisciplinary Studies & Arts

Interdisciplinary Studies & Arts | St. Francis College

Department Mission:

The Interdisciplinary Studies & Arts Department prepares students to tackle local and global problems that cannot be solved from a single disciplinary perspective. It is designed for students interested in a variety of careers including politics, law, business, education, media, languages, culture, social work, health care, urban policy, and many other fields. Taking courses across SFC's academic divisions, students create an individualized major based on their unique interests, passions, and career goals. The Department fosters fluency in methodologies from across the College's four divisions, and develops unique writing, communication, research, and technical skills within each major and minor program in the department.

Faculty:

- Daniel Benson, Ph.D., Associate Professor & Chairperson

Programs:

- Interdisciplinary Studies, B.A.
- Global Studies, B.A.
- Spanish, B.A.
- American Studies, Minor
- Environmental Studies, Minor
- Fine Arts, Minor
- French, Minor
- Italian, Minor
- Music, Minor
- Spanish, Minor
- Women's and Gender Studies, Minor

Program: Interdisciplinary Studies, B.A.

Interdisciplinary Studies, B.A. | St. Francis College

Program Overview:

The Bachelor of Arts program in Interdisciplinary Studies (IDS) at St. Francis College is designed for students interested in a variety of disciplines including politics, law, business, education, social work, health care, urban policy, media, and cultural work. It prepares students to tackle problems that cannot be solved from a single disciplinary perspective.

Working with mentors across the SFC's academic divisions, IDS majors create an individualized major based on their unique interests, passions, and career goals. Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of SFC and affirms its mission to graduate educated, well-rounded individuals who enter the workforce and work to change and culturally diversify the world.

Program Learning Objectives:

PLO 1: Apply the methodologies of multiple disciplines to the research & analysis of topics that defy traditional disciplinary boundaries.
PLO 2: Engage in intersectional thinking to identify connections between environmental concerns, gender, race, class and nationality.
PLO 3: Use the city as a platform for identifying, researching & analyzing complex inter-, intra-, and cross-disciplinary topics of historical & contemporary significances.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
LWP-1000	Introduction to Digital Humanities	
	Select one ALC course	
NSS	Natural Sciences	6
BIO-1000	Ecology and the Environment	
	Select one NSS course	
EP	Ethics and Philosophy	6
PHI-1101	Basic Problems in Philosophy	
	Select one EP course	
SSS	Social Sciences	6
COM-2000	Mass Communication	
SOC-1000	Principles of Sociology	
HGP	Historical & Global Perspectives	6
HIS-1201	US History 1896 to Present	
	Select one HGP course	
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**54**
AMS-1001	American Culture and Conflict	3
COM-2300	Media and Communication Research Methods	3
WGS-2001	Introduction to Gender Studies	3
IDS-4990	Interdisciplinary Studies Internship	3
IDS-4997	Interdisciplinary Studies Capstone Seminar I	3
IDS-4998	Interdisciplinary Studies Capstone Seminar II	3
	Select three 3000 level courses	9
	Select two out of the groups A, B, C	18
	Group A: American Studies Select three courses:	
COM-3150	Popular Music	
FA-2408	Commemorative Practices in the United States	
FS-2409	Art of Social Change in the United States	
HIS-2107	Post-WWII U.S. Protest Movements	
HIS-2314	Topics in Public History	
HIS-3501	The Atlantic World	
LWP-2000	Walt Whitman’s America	
LWP-2150	Constructing Gender in American Literature & Culture	
LWP-2555	America in the 1940s	
PHI-2310	American Philosophy	
REL-2113	The Story of American Evangelism	

	Group B: Environmental Studies Select three courses:	
BIO-2200	Art & Ecology	
BUS-1204	Business and Society	
BUS-2005	Sustainable Debt: The Business Case Career	
ECO-2303	Economics Issues Today	
ECO-3307	Environmental Economics	
IDS-2205	Biomimicry	
LWP-3653	Topic: Environmental Writers	
PHI-2344	Philosophy and the Natural World	
	Group C: Women's Gender Studies Select three courses:	
COM-2030	Women in Film and Video	
HS-1403	Women's Health Issues	
HIS-3308	History of Sexuality	
HIS-3315	Women in the Twentieth Century World	
PSY-1114	Human Sexuality	
PHI-3312	Gender and Philosophy	
PSY-2229	Psychology of Women	
	Select one group out of D, E, F:	9
	Group D: Digital Humanities Select three courses	
COM-3130	Digital Radio Industry	
FA-2410	Art in New York City, United States	
IT-1002	App Design & Development in the Humanities	
IT-2445	Digital Video	
LWP-2104	Story in the Digital Age	
	Group E: Migration Studies Select three courses:	
SOC-2020	Global Migration	
SOC-2035	Criminalization of Immigration	
SOC-5010	Contemporary Migration	
SOC-2045	Immigrant to New York	
	Group F: Visual Arts Select three courses:	
IDS-2200	Art & Ecology	
COM-3100	History of Film	
COM-3110	Studies in Film	
LWP-2603	Topics: Literature and Photography	
PHI-2316	Art and Aesthetics	
	General Electives	**18**
	Total Credits	**120**

Program: Global Studies, B.A.

Global Studies, B.A. | St. Francis College

Program Overview:

Global Studies is a dynamic interdisciplinary field that will prepare you to address the critical challenges facing the modern world and enter an increasingly globalized economy and job market. A Global Studies major may be perfect for you if:

- You are interested in the cultures and behaviors of citizens from around the world.
- You want an international career or to work with people from different backgrounds and nationalities.
- You like discussing critical global issues such as climate change, food scarcity, inequality, and political conflict, and you want to take action to solve them.
- You like to analyze international films, study world music and learn another language.

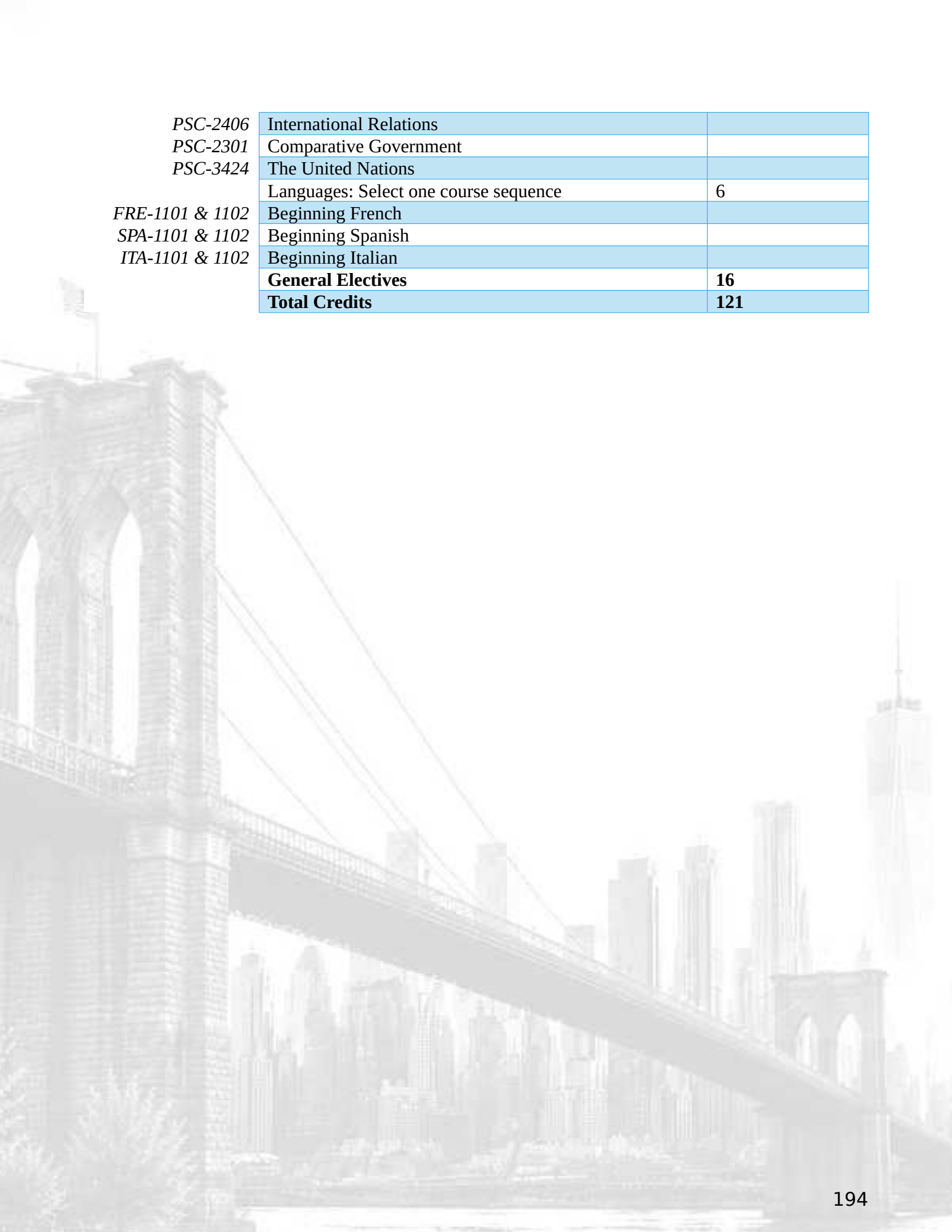
Program Learning Objectives:

PLO 1: Analyze how culture and language intersect broader social and political structures to shape individual and collective identities (including racial, gender, class, and national identities).
PLO 2: Identify major issues and events in world history and their relevance to the contemporary world.
PLO 3: Analyze different theoretical perspectives in both the history of economic thought and current economic policy debates on globalization.
PLO 4: Compare and contrast how politics is organized in different countries and the role of the various actors involved in international politics.
PLO 5: Examine the continuing impact of colonization, slavery, and underdevelopment on the contemporary world.
PLO 6: Articulate how political, cultural, socio-economic, and technological disparities between the Global North and Global South differently impact regions in the contemporary world.

Program requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
ECO-1201	Principles of Macroeconomics	
ECO-1202	Principles of Microeconomics	
HGP	Historical & Global Perspectives	6
GLS-1240	Peoples/Cultures of Contemporary Asia/Africa	
GLS-1241	Peoples/Cultures of Contemporary Europe	
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**57**
GLS-1101	Introduction to Global Studies	3
PSC/HIS-1200	Understanding Human Rights	3
SOC-2020	Global Migration	3
HIS-1302	Survey of World History since 1500	3
GLS-4001	Theories in Global Studies	3
GLS-4990	Internship	3
GLS-4998	Senior Thesis	9
	Select four GLS courses level 2000 or 3000	12
	Global Economy: Select two courses:	
ECO-2306	Money & Banking	
ECO-3304	Political Economy of Development	
ECO-3305	European Economics	
ECO-3306	Tracking the Economy & U.S. Monetary Policy	
ECO-3307	Environmental Economics	
ECO-3403	International Economics, Trade & Finance	
ECO-3440	Gender and the Economy	
ECO-3311	The Chinese Economy	
	World History: Select two courses	6
HIS-2303	The World in the 20th and 21st Centuries	
HIS-2310	Latin American History	
HIS-3315	Women in the 20th Century World	
HIS-3407	Survey of the United States Relations	
HIS-3501	The Atlantic World	
	International Politics: Select two courses	6

PSC-2406	International Relations	
PSC-2301	Comparative Government	
PSC-3424	The United Nations	
	Languages: Select one course sequence	6
FRE-1101 & 1102	Beginning French	
SPA-1101 & 1102	Beginning Spanish	
ITA-1101 & 1102	Beginning Italian	
	General Electives	**16**
	Total Credits	**121**



Program: Spanish, B.A.

Spanish, B.A. | St. Francis College

Program Overview:

The Bachelor of Arts degree in Spanish from St. Francis College is right at home in the cultural mecca of Brooklyn. A major in Spanish prepares students for various career opportunities in the fields of teaching, bilingual education, interpreting, translation, business, mass media communication, journalism, science and technology, and global economy.

Students can also pursue a master's degree in Spanish. Students in the B.A. in Spanish program in New York City will journey through an in-depth study and analysis of the Spanish language and its written form, as well as the literature and culture of people of Hispanic descent. The Spanish language major program introduces students to the Spanish-speaking world from global and multicultural perspectives.

Students are expected to have command of the Spanish language and to understand the culture or cultures the language reflects. Underlying the focused, outcomes-driven bachelor's degree in Spanish curriculum is SFC's strong General Education Program, which is the cornerstone of St. Francis College and affirms its mission to graduate educated, well-rounded individuals who enter the workforce and work to change and culturally diversify the world.

Program Learning Objectives:

PLO 1: Master five basic skills of the Spanish Language- comprehension, listening, speaking, reading, and writing.
PLO 2: Describe the many cultures that constitute Spanish civilization and its contribution to the world.
PLO 3: interpret visual or written texts related to Spanish cultures and communities and present their interpretations in written form.
PLO 4: Demonstrate familiarity with major Spanish artistic and literary achievements, past and present, as well as contributions in the humanities and sciences.
PLO 5: Analyze the historical, linguistic, and social impact of the language and its cultural values.
PLO 6: Compare and contrast Spanish language in relation to other languages and dialects spoken in all countries where Spanish is the official language or was practiced - including Trinidad and Tobago, Taiwan, Cave Verde, and the Southwest, USA.

Program requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts & Literature across Cultures	6
	Select two Fine Arts courses	
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**52**
	Select four Foreign Language courses in sequence other than Spanish	12
	Select Group A or Group B	6
	Group A	
SPA-1101	Spanish for Global Communication	
SPA-1102	Upper Beginning Spanish	
	Group B:	
SPA-1105	Spanish for Bilingual Students	
SPA-2115	Conversation in Spanish	
SPA-2103	Lower Intermediate Spanish	3
SPA-2104	Upper Intermediate Spanish	3
SPA-2201	Contemporary Readings of Spain and Latin America I	3
	Select one of the following courses:	3
GLS-3314	Puerto Rican Culture and Literature	
SPA-4419	Travel and Study in Spain, Latin America, or the Caribbean	
	Select five of the following courses:	15
SPA-3302	Contemporary Spanish Literature 1898 to Present	
SPA-3305	History of Spanish-American Literature I	
SPA-3306	History of Spanish-American Literature II	
SPA-3411	Latin American Nobel Laureates in Literature	
SPA-4308	Advanced Spanish Conversation	
SPA-4407	Cervantes	
SPA-4415	Puerto Rican Literature: Ethnicity and National Identity in Poetry, Fiction, and Essays	
	Select one of the following courses:	3
SPA-3414	Hispanic Caribbean Culture and Literature	
SPA-5401	Latino Culture and Literature	
SPA-4998	Senior Thesis in Spanish	4
	General Electives	**21**
	Total Credits	**121**

Program: American Studies, Minor

American Studies, Minor | St. Francis College

Program overview:

The American Studies minor provides an interdisciplinary exploration of the history, culture, politics, literature, and social movements that have shaped the United States. Through courses across the humanities and social sciences, students develop critical thinking, research, and communication skills while examining the diverse experiences and ideas that define the American experience. The minor complements a wide range of majors and enhances preparation for careers in education, public service, communications, law, business, and nonprofit organizations.

Program Learning Objectives:

PLO 1: Apply the methodologies of multiple disciplines to the research & analysis of topics that defy traditional disciplinary boundaries.
PLO 2: Engage in intersectional thinking to identify connections between environmental concerns, gender, race, class and nationality.
PLO 3: Use the city as a platform for identifying researching & analyzing complex inter-, intra-, and cross-disciplinary topics of historical & contemporary significances.
PLO 4: Describe key concepts central to American culture
PLO 5: Engage in critical thinking, discussion, & writing about the contested nature of those key concepts: freedom, democracy individualism, equality, opportunity & identity.

Program Requirements:

Code	Title	Credits
	Select five courses:	**15**
HIS-3407	Survey of United States Relations	
HIS-3501	The Atlantic World	
FA-2406	Art of Social Change in the United States	
FA-2409	Art of Social Change in the United States	
LWP-2000	Walt Whitman's America	
LWP-2555	America in the 1940s	
REL-2113	The Story of American Evangelicalism	
	Total Credits	**15**

Program: Environmental Studies, Minor

Environmental Studies, Minor | St. Francis College

Program Overview:

The Environmental Studies minor provides an interdisciplinary understanding of the complex relationships between human societies and the natural environment. Drawing on perspectives from the natural sciences, social sciences, humanities, and business, the program examines environmental challenges, sustainability, conservation, climate change, and environmental ethics. Students develop the critical thinking and problem-solving skills needed to analyze environmental issues from multiple perspectives, making the minor an excellent complement to a wide range of majors and careers.

Program Learning Objectives:

PLO 1: Apply the methodologies of multiple disciplines to the research & analysis of topics that defy traditional disciplinary boundaries.
PLO 2: Engage in intersectional thinking to identify connections between environmental concerns, gender, race, class and nationality.
PLO 3: Use the city as a platform for identifying researching & analyzing complex inter-, intra-, and cross-disciplinary topics of historical & contemporary significances.
PLO 4: Describe the basic concepts in ecology and population dynamics
PLO 5: Articulate the connections and relationships between ecological concepts, population dynamics & resources, pollution, and climate change.

Program Requirements:

Code	Title	Credits
ECO-3307	Environmental Economics	3
LWP-3653	Environmental Writers	3
IDS-2200	Art & Ecology	3
IDS-2205	Biomimicry	3
BIO-1000	Ecology & the Environment	3
	Total Credits	**15**

Program: Fine Arts, Minor

Fine Arts, Minor | St. Francis College

Program Overview:

This minor provides students with an introduction to the visual arts (painting, illustration, street art, performance, photography, craft, video, sculpture, and architecture) and the roles that the visual arts play in cultures around the world, historically and today. The arts communicate beliefs, express identities, shape and reflect values, record surroundings, and imagine a better future. Classes focus on the history and theory of the visual arts, by analyzing them in their historical and cultural contexts. Select classes may include studio or design components.

Program Learning Objectives:

PLO 1: Analyze how culture and language intersect broader social and political structures to shape individual and collective identities (including racial, gender, class, and national identities).
PLO 2: Identify major issues and events in world history and their relevance to the contemporary world.
PLO 3: Analyze different theoretical perspectives in both the history of economic thought and current economic policy debates on globalization.
PLO 4: Compare and contrast how politics is organized in different countries and the role of the various actors involved in international politics.
PLO 5: Examine the continuing impact of colonization, slavery, and underdevelopment on the contemporary world.
PLO 6: Articulate how political, cultural, socio-economic, and technological disparities between the Global North and Global South differently impact regions in the contemporary world.

Program Requirements:

Code	Title	Credits
FA-1402	Orientation in Art	3
	Select five of the following courses:	15
FA-1408	Italian Fine Arts	
FA-1420	American Art	
FA-1430	Social Justice Art in African Diaspora	
FA-2002	History of Photography	
FA-2404	Introduction to Studio Art	
FA-2409	Art of Social Change in the US United States	
FA-2410	Art in New York City United States	
FA-5416	Honors Seminar: Public Art	
FRE-3300	Global French Cinema	
IDS-2200	Art & Ecology	
IDS-2205	Biomimicry	
LWP-2603	Topics: Literature & Photography	
PHI-2316	Art and Aesthetics	
	Total Credits	**18**

Program: French, Minor

French, Minor | St. Francis College

Program Overview:

The French minor program develops proficiency in the French language while exploring the cultures, histories, and literatures of the French-speaking world. Through language study and interdisciplinary coursework, students strengthen their communication and intercultural competencies, preparing them to engage effectively in an increasingly global society. The minor complements a wide range of majors and enhances career opportunities in education, business, international affairs, healthcare, tourism, and public service.

Program Learning Objectives:

PLO 1: Apply the methodologies of multiple disciplines to the research & analysis of topics that defy traditional disciplinary boundaries.
PLO 2: Engage in intersectional thinking to identify connections between environmental concerns, gender, race, class and nationality.
PLO 3: Use the city as a platform for identifying researching & analyzing complex inter-, intra-, and cross-disciplinary topics of historical & contemporary significances.

Program Requirements:

Code	Title	Credits
FRE-1101	Beginning Year French I	3
FRE-1102	Beginning Year French II	3
FRE-2103	Lower Intermediate French	3
FRE-2104	Upper Intermediate French	3
FRE-2200	Global French Cinema	3
	Total Credits	**15**

Program: Italian, Minor

Italian, Minor | St. Francis College

Program Overview:

The Italian minor develops proficiency in the Italian language while introducing students to the rich history, literature, arts, and cultures of Italy. Through language study and cultural exploration, students strengthen their communication and intercultural skills, preparing them to engage confidently in an increasingly global society. The minor complements a wide range of majors and enhances both personal and professional opportunities.

Program Learning Objectives:

PLO 1: Apply the methodologies of multiple disciplines to the research & analysis of topics that defy traditional disciplinary boundaries.
PLO 2: Engage in intersectional thinking to identify connections between environmental concerns, gender, race, class and nationality.
PLO 3: Use the city as a platform for identifying researching & analyzing complex inter-, intra-, and cross-disciplinary topics of historical & contemporary significances.

Program Requirements:

Code	Title	Credits
ITA-1101	Beginning Year Italian I	3
ITA-1102	Beginning Year Italian II	3
ITA-2103	Second year Italian I	3
ITA-2104	Second year Italian II	3
	Select one of the following courses	3
FA-1408	Italian Fine Arts	
IT-2401	Italian Film: from Neorealism to Contemporary	
	Total Credits	**15**

Program: Music, Minor

Music, Minor | St. Francis College

Program Overview:

The Music minor provides students with an interdisciplinary exploration of music through the study of performance, history, theory, and culture. Students develop musical knowledge, creative expression, and critical listening skills while examining the role of music across historical periods and diverse cultural traditions. The minor complements a wide range of majors and enriches both personal and professional development through artistic and cultural engagement.

Program Learning Objectives:

PLO 1: Apply the methodologies of multiple disciplines to the research & analysis of topics that defy traditional disciplinary boundaries.
PLO 2: Engage in intersectional thinking to identify connections between environmental concerns, gender, race, class and nationality.
PLO 3: Use the city as a platform for identifying researching & analyzing complex inter-, intra-, and cross-disciplinary topics of historical & contemporary significances.

Program Requirements:

Code	Title	Credits
FA-1400	New York Music Venues	3
FA-1401	Music of the Western World	3
FA-1405	Fundamentals of Music Theory	3
	Select one of the following courses	1
FA-1200	Introduction to the Keyboard Contemporary	
FA-2100	Beginning Guitar Contemporary	
FA-4996	Choir (Take 3 1-credit sections)	
	Select two of the following courses:	6
FA-1403	Music of many Cultures	
FA-1404	American Music	
FA-5417	Blues, Jazz, and the Harlem Renaissance	
	Total Credits	**16**

Program: Spanish, Minor

Spanish, Minor | St. Francis College

Program Overview:

The Spanish minor develops proficiency in the Spanish language while exploring the diverse cultures, histories, and literatures of the Spanish-speaking world. Through language study and cultural engagement, students strengthen their communication and intercultural competencies, preparing them to thrive in an increasingly global and multilingual society. The minor complements a wide range of majors and enhances career opportunities in business, education, healthcare, communications, public service, and international fields.

Program Learning Objectives:

PLO 1: Apply the methodologies of multiple disciplines to the research & analysis of topics that defy traditional disciplinary boundaries.
PLO 2: Engage in intersectional thinking to identify connections between environmental concerns, gender, race, class and nationality.
PLO 3: Use the city as a platform for identifying researching & analyzing complex inter-, intra-, and cross-disciplinary topics of historical & contemporary significances.

Program Requirements:

Code	Title	Credits
SPA-1101	Spanish for Global Communication	3
SPA-1102	Upper Beginning Spanish	3
SPA-2103	Lower Intermediate Spanish	3
SPA-2104	Upper Intermediate Spanish	3
	Select one of the following courses:	3
SPA-2201	Contemporary Readings of Spain and Latin America I	
SPA-2202	Contemporary Readings of Spain and Latin America II	
SPA-5401	Latino Culture and Literature	
	Total Credits	**15**

Program: Women’s and Gender Studies, Minor

Women’s and Gender Studies, Minor | St. Francis College

Program Overview:

The Women's and Gender Studies minor provides an interdisciplinary exploration of gender, sexuality, identity, and social justice from historical, cultural, political, and global perspectives. Through coursework across the humanities and social sciences, students examine the ways gender shapes individual experiences and societal institutions while developing critical thinking, research, and communication skills. The minor complements a wide range of majors and prepares students to engage thoughtfully with issues of equity, inclusion, and social change in diverse professional and community settings.

Program Learning Objectives:

PLO 1: Apply the methodologies of multiple disciplines to the research & analysis of topics that defy traditional disciplinary boundaries.
PLO 2: Engage in intersectional thinking to identify connections between environmental concerns, gender, race, class and nationality.
PLO 3: Use the city as a platform for identifying researching & analyzing complex inter-, intra-, and cross-disciplinary topics of historical & contemporary significances.
PLO 4: Describe the historical struggles of women and LGBTQIA+ people for independence and equality around the world.
PLO 5: Engage in critical thinking, discussion, and writing about women, gender, and sexuality as they are reflected in different disciplines.

Program Requirements:

Code	Title	Credits
WGS-2001	Introduction to Gender Studies	3
COM-2030	Women in Film and Studio	3
HS-1403	Women’s Health Issues	3
HIS-3315	Women in the Twentieth Century World	3
PHI-3312	Gender and Philosophy	3
	Total Credits	**15**

Department: Literature, Writing and Publishing

Literature, Writing and Publishing | St. Francis College

Department Mission:

The Literature, Writing, and Publishing (LWP) department uses literature from around the globe and digital tools to teach students how to hone critical reasoning skills, build compelling positions, and employ a range of technologies to share those ideas. Coursework combines readings from western and non-western traditions with intensive examinations of strategies for writing, presenting, and publishing in print and on digital platforms. Majors also participate in internships that provide students with real-world experience in literary and digital spaces where critical thinking and clear expression of ideas are paramount. LWP has been designed to help students acquire skills that can directly benefit them professionally, with graduates pursuing careers in law, communications, marketing, technology, digital media, education, social work, and entertainment, as well as advanced degrees. All members of the Literature, Writing, and Publishing department are active scholars, writers, and creative artists deeply committed to teaching.

Faculty:

- Theo Gangi, M.F.A., Associate Professor & Chairperson
- Caroline Hagood, Ph.D., Associate Professor
- Melvin Stokes (Jive Poetic), Assistant Professor
- Jason Dubow, Assistant Professor
- Mitch Levenberg, Lecturer

Programs:

- Literature, Writing and Publishing, B.A.
- Literature, Writing and Publishing, Minor
- Drama, Minor
- Writing, Minor

Program: Literature, Writing and Publishing, B.A.

Literature, Writing and Publishing, B.A. | St. Francis College

Program overview:

The requirements for the Literature, Writing and Publishing major are designed to provide students with a solid understanding of historical, cultural, and aesthetic contexts of literature and the tools to communicate effectively in multiple modes of expression and on traditional and digital platforms.

Program Learning Objectives:

PLO 1: Organize thoughts into sentences and paragraphs with clear structure using forceful and energetic prose
PLO 2: Examine multiple identities and communities in personal and global contexts through the study of diverse literature and experiences.
PLO 3: Demonstrate competence in multimodal forms of written expression.
PLO 4: Employ a set of skills in publishing, analytical, research-driven, and creative writing.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
LWP-1000	Introduction to Digital Humanities	
ALC	Arts and Literature across Cultures	6
	At least one course in Fine Arts	
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
	At least one course in Philosophy	
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
	At least one course in History	
FH	Fitness Wellness	2
RS	Religion	3
	Major Requirements	**60**
LWP-1101	Literature across Cultures	3
LWP-2105	Exploring American Literature	3
LWP-2106	Exploring British Literature	3
LWP-2107	Exploring World Literature	3
LWP-2108	Latinx Literature	3
LWP-2109	African Diaspora in Caribbean/US Lit	3
	Select two of the following	6
LWP-2001	Introduction to Digital Publishing	
LWP-2100	Writing and Publishing	
LWP-2104	Story in the Digital Age	
LWP-3010	Critical Writing and Analysis	
	Select four LWP courses 3000	12
	Select two LWP courses 4000	6
	LWP Electives	9
LWP-4990	Internship in English	3
LWP-4996	Thesis Preparation and Proposal	3
LWP-4997	Senior Thesis	3
	General electives	**12**
	Total credits	**120**

Program: Literature, Writing and Publishing, Minor

Literature, Writing and Publishing, Minor | St. Francis College

Program overview:

A minor in Literature, Writing, and Publishing enables students with other majors to gain the insights and understanding that a systematic exposure to literature provides. The writing, digital media, and critical thinking skills developed in LWP classes can be profitably applied in any professional area, especially the social sciences, communications, education, and medicine.

Program Learning Objectives:

PLO 1: Organize thoughts into sentences and paragraphs with clear structure using forceful and energetic prose
PLO 2: Examine multiple identities and communities in personal and global contexts through the study of diverse literature and experiences.
PLO 3: Demonstrate competence in multimodal forms of written expression.
PLO 4: Employ a set of skills in publishing, analytical, research-driven, and creative writing.

Program Requirements:

Code	Title	Credits
	Select two 2000 level LWP courses	6
	Select three LWP courses 3000 or higher	9
	Select one LWP course 4000-4399	3
	Total Credits	**18**

Program: Drama, Minor

Drama, Minor | St. Francis College

Program Overview:

The minor in Drama enables students to focus on courses in drama along with annual public lectures and events related to performance, dramaturgy, and contemporary New York theater. The minor is designed for students who want to learn more about theatrical practice and spectacle.

Program Learning Outcomes:

PLO 1: Organize thoughts into sentences and paragraphs with clear structure using forceful and energetic prose
PLO 2: Examine multiple identities and communities in personal and global contexts through the study of diverse literature and experiences.
PLO 3: Demonstrate competence in multimodal forms of written expression.
PLO 4: Employ a set of skills in publishing, analytical, research-driven, and creative writing.

Program Requirements:

Code	Title	Credits
LWP-2700	Drama Survey I	3
LWP-2730	Drama Survey II	3
	Select four of the following:	12
LWP-2141	Greek Drama	
LWP-2300	Dramatic-Screenwriting	
LWP-2620	Shakespeare	
LWP-3504	American Drama	
LWP-3601-3699	Special Topics in Drama	
LWP-3750	Women Playwrights	
COM-2100	Acting I: Voice and Movement	
	Total Credits	**18**

Program: Writing, Minor

Writing, Minor | St. Francis College

Program Overview:

The minor in Writing is intended for students who would like to improve their writing through a variety of workshop formats. The minor aims to assist students with craft and form in both fiction and nonfiction. The minor prepares students for careers in which written communication skills are essential for advancement.

Program Learning Outcomes:

PLO 1: Organize thoughts into sentences and paragraphs with clear structure using forceful and energetic prose.
PLO 2: Examine multiple identities and communities in personal and global contexts through the study of diverse literature and experiences.
PLO 3: Demonstrate competence in multimodal forms of written expression.
PLO 4: Employ a set of skills in publishing, analytical, research-driven, and creative writing.

Program Requirements:

Code	Title	Credits
WRI-1000	Writing and Research	3
LWP-2100	Writing and Publishing	3
	Select four of the following courses	12
LWP-2200	Writing Poetry	
LWP-2001	Intro to Digital Publishing	
LWP-2410	Advanced Fiction Writing	
LWP-2400	Writing Fiction	
LWP-2600-2699	Critical Writing and Analysis	
	Total Credits	**18**

Department: Management and Information Technology

Management and Information Technology | St. Francis College

Department Mission:

The Department of Business, Management, and Information Technology prepares graduates to succeed in a rapidly evolving global economy through applied learning, faculty mentorship, and strong connections with industry. Programs in Management, Information Technology, Finance, and Entrepreneurship & Organizational Innovation combine academic theory with hands-on projects that address real-world business challenges.

Students develop practical, employer-ready skills in leadership, technology, analytics, financial decision-making, innovation, and strategic problem-solving. Regular engagement with professionals from the public and private sectors enhances classroom learning and supports career exploration. Graduates are well prepared for careers in business, finance, information technology, entrepreneurship, consulting, and leadership across corporate, nonprofit, and public-sector organizations.

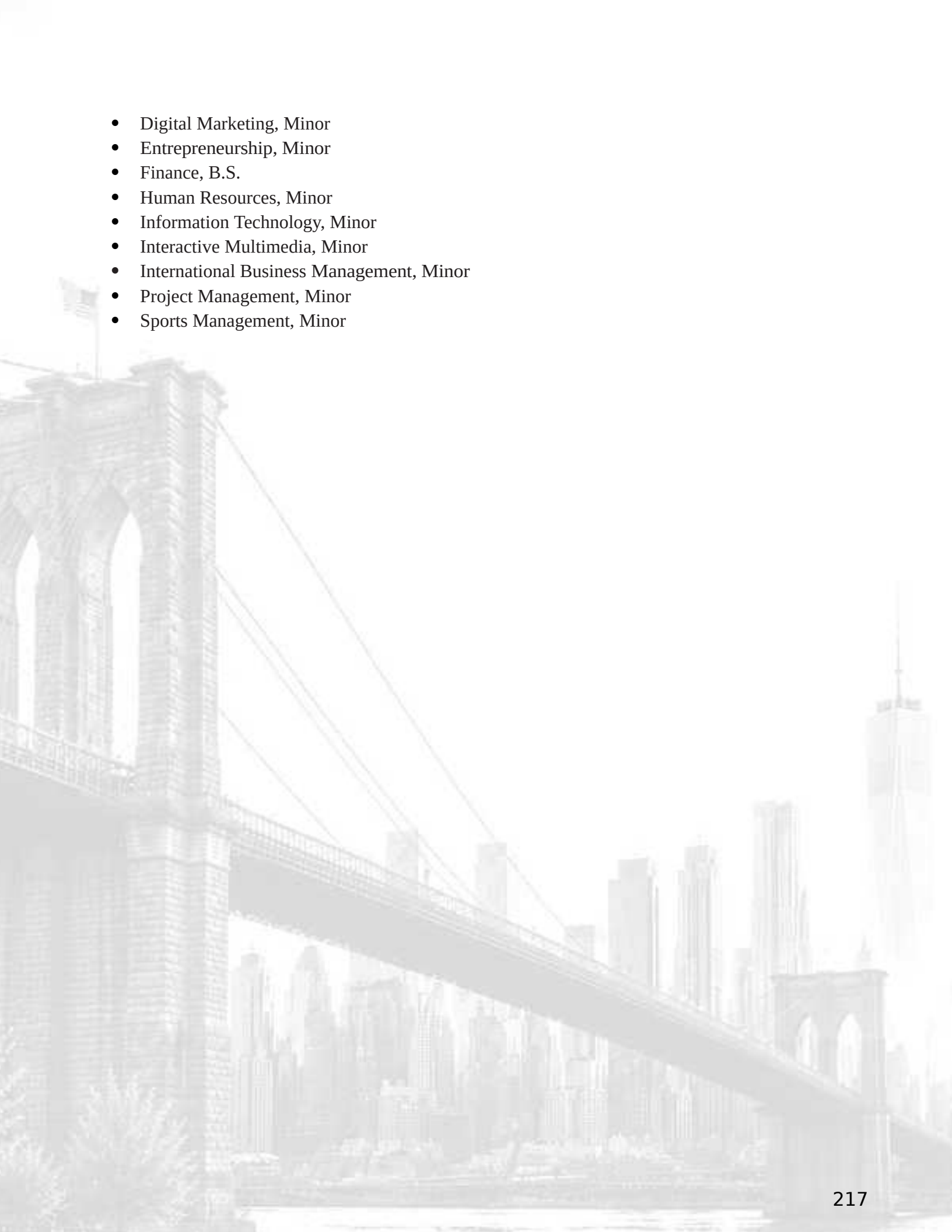
Faculty:

- Keith Hoell, M.S., Assistant Professor & Chairperson
- Dennis Anderson, Ph.D., Professor
- Monique Okumakpeyi, M.S., Assistant Professor
- Vladimir Pashkevich, Ph.D., Associate Professor
- Vincent Vazzana, Ph.D., Assistant Professor
- Chang Xia, Ph.D., Assistant Professor

Programs:

- Management, B.S.
- Management, Concentration in Business Analytics, B.S.
- Management, Concentration in International Business, B.S.
- Management, Concentration in Marketing, B.S.
- Information Technology, B.S.
- Entrepreneurship, B.S.
- Business Administration, A.A.S.
- Business, Minor

- Digital Marketing, Minor
- Entrepreneurship, Minor
- Finance, B.S.
- Human Resources, Minor
- Information Technology, Minor
- Interactive Multimedia, Minor
- International Business Management, Minor
- Project Management, Minor
- Sports Management, Minor



Program: Management, B.S.

Management, B.S. | St. Francis College

Program overview:

The Bachelor of Science in Management at St. Francis College combines a comprehensive business education with hands-on learning experiences that begin in the first semester. Students put classroom insights into action through applied coursework, internships with local companies, and real-world opportunities that prepare them to succeed in their careers, their communities, and beyond.

Designed for students with diverse professional interests, the program provides the flexibility to explore multiple business disciplines while building expertise aligned with individual career goals. Through coursework in management, economics, marketing, business analytics, finance, and related fields, students develop the knowledge and practical skills needed to drive organizational success, solve complex business challenges, and adapt to today's rapidly evolving marketplace.

Learning extends beyond the classroom. Located on our modern campus in downtown Brooklyn, students study in a vibrant environment that encourages innovation, collaboration, and experiential learning. The College's proximity to New York City's dynamic business community provides valuable opportunities for internships, professional networking, and real-world experiences that strengthen career readiness.

Program Learning Objectives:

PLO 1: Apply the appropriate business processes, concepts, and methodologies.
PLO 2: Organize data to apply analytical methodologies to solve qualitative and quantitative problems in business.
PLO 3: Communicate effectively in teams to complete projects and tasks.
PLO 4: Examine professional ethics considering legal, organizational, and societal responsibilities.

Program requirements:

Code	Title	Credits
	General Education Requirements	**49**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-1105	College Algebra	
DL	Digital Literacy	3
IT-1001	Computer Tools	
ALC	Arts and Literature across Cultures	6
ENT-1777	Design Thinking and Innovation	
	Select one ALC course	
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
ECO-1201	Principles of Macroeconomics	
ENT-1001	Introduction to Entrepreneurship	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
HS-1001	Health Issues	
RS	Religion	3
	Major Requirements	**58**
ACC-1001	Elementary Accounting I	4
BAN-2301	Spreadsheet Analytics	3
BAN-3301	Descriptive Analytics and Visualization	3
BL-2101	Business Law I	3
BUS-1001	Organization and Management	3
BUS-2001	Global Business	3
BUS-4998	Capstone Business Policies	3
ECO-2202	Principles of Microeconomics	3
ECO-2306	Money and Banking	3
FIN-3301	Principles of Finance	3
HR-2204	Human Resources Management	3
IT-1103	Computer-Based Information Systems	3
IT-3301	Project Management	3
MKT-2201	Introduction to Marketing	3
PSC-2502	Government and Business	3
	Select three 2000 level courses from BUS, BAN, ENT, FIN, HR, MKT	9
	Select one ACC course	3
	Liberal Arts	**9**
	General Electives	**6**
	Total Credits	**122**

Program: Management, Concentration in Business Analytics, B.S.

Management, Concentration in Business Analytics, B.S. | St. Francis College

Program Overview:

The Business Analytics concentration prepares students to transform data into meaningful business insights that support informed decision-making. As organizations increasingly rely on data to guide strategy and improve performance, graduates with analytical expertise are in high demand across every industry.

Students learn how to collect, analyze, interpret, and communicate business data while developing practical skills in business intelligence, predictive analytics, data storytelling, and analytical reasoning. The curriculum explores how analytics supports decision-making across finance, marketing, operations, and management, preparing students to bridge the gap between technical data analysis and organizational strategy.

Program Learning Objectives:

PLO 1: Apply the appropriate business processes, concepts, and methodologies.
PLO 2: Organize data to apply analytical methodologies to solve qualitative and quantitative problems in business.
PLO 3: Communicate effectively in teams to complete projects and tasks.
PLO 4: Examine professional ethics considering legal, organizational, and societal responsibilities
PLO 5: Select relevant data to accelerate growth and increase business efficiency and productivity.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**49**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-1105	College Algebra	
DL	Digital Literacy	3
IT-1001	Computer Tools	
ALC	Arts and Literature across Cultures	6
ENT-1777	Design Thinking and Innovation	
	Select one ALC course	
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
ECO-1201	Principles of Macroeconomics	
ENT-1001	Introduction to Entrepreneurship	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
HS-1001	Health Issues	
RS	Religion	3
	Major Requirements	**58**
ACC-1001	Elementary Accounting I	4
BAN-2301	Spreadsheet Analytics	3
BAN-3301	Descriptive Analytics and Visualization	3
BL-2101	Business Law I	3
BUS-1001	Organization and Management	3
BUS-2001	Global Business	3
BUS-4998	Capstone Business Policies	3
ECO-2202	Principles of Microeconomics	3
ECO-2306	Money and Banking	3
FIN-3301	Principles of Finance	3
HR-2204	Human Resources Management	3
IT-1103	Computer-Based Information Systems	3
IT-3301	Project Management	3
MKT-2201	Introduction to Marketing	3
PSC-2502	Government and Business	3
	Complete FOUR additional BAN elective courses	12
	Liberal Arts	**9**
	General Electives	**6**
	Total Credits	**122**

Program: Management, Concentration in International Business, B.S.

Management, Concentration in International Business, B.S. | St. Francis College

Program Overview:

The International Business concentration prepares students to lead and compete in an increasingly interconnected world economy. Students examine how businesses operate across international markets while developing the knowledge and cultural awareness necessary to navigate today's global business environment.

Students examine international finance, economics, marketing, management, and global strategy while learning how organizations evaluate foreign markets, assess international business risks, and develop successful market-entry strategies. Emphasis is also placed on cross-cultural communication and global leadership, essential competencies for conducting business across national and cultural boundaries.

Graduates are prepared to contribute to multinational corporations, government agencies, nonprofit organizations, and international institutions by bringing both business expertise and a global perspective to the workplace.

Program Learning Objectives:

PLO 1: Apply the appropriate business processes, concepts, and methodologies.
PLO 2: Organize data to apply analytical methodologies to solve qualitative and quantitative problems in business.
PLO 3: Communicate effectively in teams to complete projects and tasks.
PLO 4: Examine professional ethics considering legal, organizational, and societal responsibilities.
PLO 5: Apply evidence-based solutions to international business problems or opportunities.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**49**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-1105	College Algebra	
DL	Digital Literacy	3
IT-1001	Computer Tools	
ALC	Arts and Literature across Cultures	6
ENT-1777	Design Thinking and Innovation	
	Select one ALC course	
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
ECO-1201	Principles of Macroeconomics	
ENT-1001	Introduction to Entrepreneurship	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
HS-1001	Health Issues	
RS	Religion	3
	Major Requirements	**58**
ACC-1001	Elementary Accounting I	4
BAN-2301	Spreadsheet Analytics	3
BAN-3301	Descriptive Analytics and Visualization	3
BL-2101	Business Law I	3
BUS-1001	Organization and Management	3
BUS-2001	Global Business	3
BUS-4998	Capstone Business Policies	3
ECO-2202	Principles of Microeconomics	3
ECO-2306	Money and Banking	3
FIN-3301	Principles of Finance	3
HR-2204	Human Resources Management	3
IT-1103	Computer-Based Information Systems	3
IT-3301	Project Management	3
MKT-2201	Introduction to Marketing	3
PSC-2502	Government and Business	3
	Select four of the following:	12

BUS-2001	Global Business	
BUS/PHI-3342	Business Ethics	
ECO/ICS-3305	European Economies	
ECO-2306/ECO-4403	International Economies, Trade, and Finance	
	Select one ENT course	
FIN-3420	International Finance	
ICS-1240	Peoples/Cultures of Contemporary World I	
ICS-1241	Peoples/Cultures of Contemporary World II	
IT-3410	Fundamentals of E-Commerce	
MKT-3330	International Marketing	
MKT-3370	Travel and Tourism Marketing	
	Liberal Arts	**9**
	General Electives	**6**
	Total Credits	**122**

Program: Management, Concentration in Marketing, B.S.

Management, Concentration in Marketing, B.S. | St. Francis College

Program Overview:

The Marketing concentration prepares students to understand customers, build strong brands, and develop strategies that create value for organizations in today's competitive marketplace. Combining business strategy with creativity and analytical thinking, concentration equips students with the knowledge and practical skills needed to design effective marketing solutions across a variety of industries. Students explore the full spectrum of modern marketing, including consumer behavior, market research, branding, digital marketing, marketing strategy, sales management, and integrated marketing communications.

Coursework emphasizes the use of data and market insights to identify opportunities, solve business challenges, and make informed strategic decisions while also developing the creative skills necessary to communicate compelling brand messages. The curriculum also explores how artificial intelligence, digital technologies, and emerging marketing tools are transforming customer engagement and business strategy, preparing graduates to succeed in today's rapidly evolving business environment.

Through Marketing concentration, students expand their skills through career-building activities, including real-world projects and internships, that allow them to tackle practical challenges in branding, messaging, and marketing research. Graduates are prepared to launch successful careers across a wide range of industries, helping organizations strengthen customer relationships, grow market share, and achieve long-term success.

Program Learning Objectives:

PLO 1: Apply the appropriate business processes, concepts, and methodologies.
PLO 2: Organize data to apply analytical methodologies to solve qualitative and quantitative problems in business.
PLO 3: Communicate effectively in teams to complete projects and tasks.
PLO 4: Examine professional ethics considering legal, organizational, and societal responsibilities.
PLO 5: Outline Marketing Best Practices to Achieve Organizational Goals.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**49**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-1105	College Algebra	
DL	Digital Literacy	3
IT-1001	Computer Tools	
ALC	Arts and Literature across Cultures	6
ENT-1777	Design Thinking and Innovation	
	Select one ALC course	
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
ECO-1201	Principles of Macroeconomics	
ENT-1001	Introduction to Entrepreneurship	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
HS-1001	Health Issues	
RS	Religion	3
	Major Requirements	**58**
ACC-1001	Elementary Accounting I	4
BAN-2301	Spreadsheet Analytics	3
BAN-3301	Descriptive Analytics and Visualization	3
BL-2101	Business Law I	3
BUS-1001	Organization and Management	3
BUS-2001	Global Business	3
BUS-4998	Capstone Business Policies	3
ECO-2202	Principles of Microeconomics	3
ECO-2306	Money and Banking	3
FIN-3301	Principles of Finance	3
HR-2204	Human Resources Management	3
IT-1103	Computer-Based Information Systems	3
IT-3301	Project Management	3
MKT-2201	Introduction to Marketing	3
PSC-2502	Government and Business	3
MKT-3317	Consumer Behavior	3
	Marketing Concentration: Select three of the following: MKT-3304 Marketing Management; MKT-3316 Fashion	9

Retail Merchandising; MKT-3307 Advertising and Sales Promotion; MKT-3309 Relationship Management; MKT-3315 Public Relations; MKT-3330 International Marketing; MKT-3370 Travel and Tourism Marketing; MKT-3777 Brand Management; MKT-3788 Market Research Analysis; MKT-3881 Content Marketing; MKT-3888 Social Media Marketing; MKT-2440 Intro to Digital Marketing; ENT-2001 Entrepreneurial Marketing and Innovation.	
Liberal Arts	**9**
General Electives	**6**
Total Credits	**122**

Program: Entrepreneurship and Organizational Innovation, B.S.

Entrepreneurship and Organizational Innovation, B.S. | St. Francis College

Program Overview:

Entrepreneurship isn't just a career aspiration; it's a mindset that is about proactively seeking opportunities and engaging in innovative endeavors in both career and life. It is this mindset that is the focus of the Bachelor of Science degree program in Entrepreneurship and Organizational Innovation at St. Francis College.

The program provides students with a foundational body of knowledge, which can be applied to maximize success within startups, small-to-medium enterprises (SMEs), multinational corporations (MNCs), or self-employment (full-time or side hustle). Throughout the program's coursework, students in the program are encouraged to develop an openness to learning, to consistently seek opportunities that have both economic and social value, and to lead by example-motivating and mobilizing others to do the same. After completing the program, students will emerge as next-gen entrepreneurial leaders with the ability to leverage challenges into opportunities and who create both economic and social value. Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of SFC and affirms its mission to graduate educated, well-rounded individuals who enter the workforce and work to change and culturally diversify the world.

Program Learning Objectives:

PLO 1: Apply innovation to human resource policy, reward systems, business processes, marketing, and strategic decision making through the lens of social responsibility and diversity, equity, and inclusion practices.
PLO 2: Analyze business and financial launch, growth, & exit strategies.
PLO 3: Develop personal and interpersonal skills (entrepreneurial mindset) needed to be a successful 'entrepreneur' and 'intrapreneur'(corporate entrepreneur) across any context.
PLO 4: Individually and/or collaboratively, argue persuasively for buy-in of innovative ideas or solutions with all-types of stakeholders.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-1105	College Algebra	
DL	Digital Literacy	3
IT-1001	Computer Tools	
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Select one Foreign Language course	3
WRI-2250	Business Communication	3
COM-1000	Fundamentals of Public Speaking	3
PSY-1100	Introduction to Psychology	3
SOC-1000	Principles of Sociology	3
	Major Requirements	**61**
ENT-1001	Introduction to Entrepreneurship	3
ENT-1077	Entrepreneurial Ideation & Mindset	3
ENT-1777	Design Thinking & Innovation	3
ENT-2001	Entrepreneur Marketing & Innovation	3
ENT-2003	Social Entrepreneurship	3
ENT-2101	Entrepreneurial Finance	3
ENT-2777	Global Entrepreneurship	3
ENT-3003	IT in Entrepreneurship	3
ENT-3307	Enterprise Innovation	3
ENT-4997	Entrepreneurship Capstone	4
	Select five ENT electives	15
BUS-1001	Organization and Management	3
BUS-2004	Corporate Social Responsibility in Film Career	3
HR-2204	Human Resources Management	3
MKT-2202	Gender & Sexuality in Marketing	3
ECO-1201	Principles of Macroeconomics	3
	Liberal Arts	**6**
	General Electives	**6**
	Total Credits	**121**

Program: Information Technology, B.S.

Information Technology, B.S. | St. Francis College

Program Overview:

The Bachelor of Science degree in Information Technology at St. Francis College prepares future managers and analysts to use information technology to help people and organizations perform more efficiently and effectively. Graduates of the program have gone on to become successful applications software developers, multimedia specialists, web designers and developers, financial analysts, network engineers, bankers, business analysts, corporate leaders, and more.

Students in the bachelor's in IT program learn about computing systems design, programming, databases, operating systems, project management, security, computer forensics, web design, multimedia, design support systems, and network administration. The program at SFC prepares students for success by giving them the skills needed to analyze a range of organizational problems and providing them with knowledge of applications and computer and information technology.

Underlying the focused, outcomes-driven IT bachelor's degree curriculum is SFC's robust General Education Program, which is the cornerstone of SFC and affirms its mission to graduate educated, well-rounded individuals who enter the workforce and work to change and culturally diversify the world.

Program Learning Objectives:

PLO 1: Apply the appropriate information technology processes, concepts, and methodologies in functional areas of business.
PLO 2: Organize data to apply analytical methodologies to solve qualitative and quantitative problems related to information technology.
PLO 3: Communicate effectively to work collaboratively to complete projects or tasks.
PLO 4: Examine professional ethics considering legal, organizational, and social responsibilities.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**49**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-1105	College Algebra	
DL	Digital Literacy	3
IT-1001	Computer Tools	
ALC	Arts and Literature across Cultures	6
ENT-1777	Design Thinking and Innovation	
	Select one ALC course	
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
BUS-2004	Corporate Social Responsibility in Film Career	
	Select one EP course	
SSS	Social Sciences	6
ECO-1201	Principles of Macroeconomics	
ENT-1001	Introduction to Entrepreneurship	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
HS-1001	Health Issues	
RS	Religion	3
	Major Requirements	**55**
BUS-1001	Organization and Management	3
IT-1102	Multimedia Design	3
IT-1103	Computer Based Information Systems	3
IT-1104	Programming I	3
IT-2201	Telecommunications and Networking	3
IT-2410	Web Design	3
IT-2510	Database Management Systems	3
IT-3101	Information Technology Law and Ethics	3
IT-3301	Project Management	3
IT-3310	Systems Analysis and Design	3
IT-3410	E-Commerce Integration	3
	Select six IT or PM courses	18
IT-4998	Capstone Project	4
	Liberal Arts	**18**
	Total Credits	**122**

Program: Finance, B.S.

Finance, B.S. | St. Francis College

Program Overview:

The Bachelor of Science degree in Finance prepares students for the rewarding, exciting, and ever-changing field of finance. Building on foundational knowledge in accounting, data analysis, economics, and math, students can develop skills in the field leading them in the directions that best fit their career aspirations. Internships in their junior and senior years will permit finance majors to not only gain experience and observe real-world industry practices, but also to showcase their growing talents and connect them with potential employers.

A capstone project in their senior year will tie together all that has been learned, enabling them to hit the ground running when they graduate and pursue their careers. Because of the diverse and flexible nature of the curriculum, Finance majors can pursue careers in commercial and investment banking, financial analysis, real estate, insurance, portfolio management, securities trading, central banking, public finance, and financial regulation, as well as within the corporate finance function of a firm.

Underlying the focused, outcomes-driven Bachelor of Finance curriculum is SFC's robust General Education Program, which is the cornerstone of SFC and affirms its mission to graduate educated, well-rounded individuals who enter the workforce and work to change and culturally diversify the world.

Program Learning Objectives:

PLO 1: Explain the difference and connections between finance, accounting, and economics.
PLO 2: Develop financial strategies to improve an institution's performance upon its evaluation.
PLO 3: Describe the different functions of financial markets, instruments, institutions, and regulatory agencies.
PLO 4: Demonstrate quantitative and analytical skills in finance.
PLO 5: Demonstrate the ability for teamwork, effective communication, and leadership needed to succeed in finance and related industries.
PLO 6: Explain the value of diversity, equity, inclusion, and environmental sustainability in finance.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**49**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-1105	College Algebra	
DL	Digital Literacy	3
IT-1001	Computer Tools	
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**65**
FIN-3301	Principles of Finance	3
FIN-3351	Advanced Finance	3
FIN-4998	Capstone in Finance	3
	Select four FIN courses	12
ACC-1101	Elementary Accounting I	4
ACC-1102	Elementary Accounting II	4
BUS-1001	Organization and Management	3
PHI-2342	Business Ethics	3
ECO-1201	Principles of Macroeconomics	3
ECO-2202	Principles of Microeconomics	3
ECO-2222	Mathematics for Economics and Finance	3
ECO-2306	Money & Banking	3
BAN-2301	Spreadsheet Analytics	3
BAN-3300	Data Analytics for Business	3
BAN-3301	Descriptive Analytics & Visualization	3
	Select three ECO courses	9
	Liberal Arts	**9**
	Total Credits	**123**

Program: Business Administration, A.A.S.

Business Administration, A.A.S. | St. Francis College

Program Overview:

The Associate of Applied Science (A.A.S.) in Business Administration provides students with a practical foundation in the key principles and practices of business. The program introduces students to essential areas such as management, marketing, accounting, and business communication while emphasizing the skills needed to operate effectively in today's dynamic business environments.

Through applied coursework, students develop knowledge of how organizations function, how business decisions are made, and how businesses respond to changing economic and market conditions. The program emphasizes practical problem-solving, teamwork, and communication skills that are essential for success in entry-level business positions. The A.A.S. in Business Administration prepares students to enter the workforce in a variety of business-related roles or to continue their education in a bachelor's degree program in business or a related field.

Program Learning Objectives:

PLO 1: Apply the appropriate business processes, concepts, and methodologies to the relevant functional areas of business.
PLO 2: Organize data and apply analytical methodologies to solve qualitative and quantitative problems in business.
PLO 3: Demonstrate effective communication skills that result in the successful completion of team projects and tasks.
PLO 4: Examine professional ethics considering legal, organizational, and societal responsibilities.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**27**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
DL	Digital Literacy	3
ALC	Arts and Literature across Culture	3
EP	Ethics and Philosophy	3
SSS	Social Sciences	3
ECO-1201	Principles of Macroeconomics	
HGP	Historical and Global Perspectives	3
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**30**
ACC-1001	Introduction to Accounting	3
BL-2101	Business Law I	3
BUS-1001	Organization and Management	3
ECO-2202	Principles of Microeconomics	3
ENT-1001	Introduction to Entrepreneurship	3
FIN-2001	E-Finance	3
FIN-3316	Personal Finance	3
HR-2204	Human Resources Management	3
MKT-2201	Introduction to Marketing	3
	Any BAN, BUS, ENT, HR 2000 level or higher course	3
	Liberal Arts	**6**
	Total Credits	**63**

Program: Business, Minor

Business, Minor | St. Francis College

Program Overview:

The Business Minor provides students with a foundational understanding of key business principles and practices that complement a wide range of academic majors. The program introduces students to essential areas of business such as management, marketing, finance, and organizational decision-making, helping them understand how businesses operate in today's global economy.

Through interdisciplinary coursework, students develop skills in problem-solving, communication, and strategic thinking that can be applied across many professional fields. The minor is designed to enhance students' career readiness by providing practical knowledge of business operations and leadership. Whether pursuing careers in the private sector, nonprofit organizations, government, or entrepreneurship, students gain valuable insights into how organizations function and how effective business strategies support success.

Program Learning Objectives:

PLO 1: Apply the appropriate business processes, concepts, and methodologies to the relevant functional areas of business.
PLO 2: Organize data and apply analytical methodologies to solve qualitative and quantitative problems in business.
PLO 3: Demonstrate effective communication skills that result in the successful completion of team projects and tasks.
PLO 4: Examine professional ethics considering legal, organizational, and societal responsibilities.

Program Requirements:

Code	Title	Credits
	Select one of the following courses:	3
BUS-1001	Organization and Management	
ENT-1001	Introduction to Entrepreneurship	
ECO-1201	Principles of Macroeconomics	3
FIN-2001	E-Finance	3
HR-2204	Human Resources Management	3
MKT-2201	Introduction to Marketing	3
	Total Credits	**15**

Program: Entrepreneurship, Minor

Entrepreneurship, Minor | St. Francis College

Program Overview:

The Entrepreneurship Minor introduces students to the principles and practices of launching and managing innovative ventures. Designed to complement a wide range of academic majors, the minor provides students with the knowledge and skills needed to identify opportunities, develop creative solutions, and transform ideas into viable business or social initiatives.

Through interdisciplinary coursework, students explore topics such as business planning, innovation, marketing strategies, and financial decision-making. The program encourages an entrepreneurial mindset that emphasizes creativity, problem-solving, adaptability, and strategic thinking. Students also learn how to evaluate market opportunities, develop sustainable business models, and communicate innovative ideas effectively. The Entrepreneurship Minor prepares students to pursue entrepreneurial ventures, contribute to innovation within established organizations, and apply entrepreneurial thinking across a variety of professional fields.

Program Learning Objectives:

PLO 1: Demonstrate an understanding of, and evaluate the appropriate use of management processes, concepts, and methodologies.
PLO 2: Examine professional ethics considering legal, organizational, and societal responsibilities. Integrate ethical thinking into all aspects of decision making.
PLO 3: Discuss the significant influences of management in personal, organizational, and societal contexts while articulating the challenges and benefits of managing business activities in a global and diverse world.
PLO 4: Communicate effectively in written and oral form with a range of audiences to present ideas, decisions, and recommendations on business issues.

Program Requirements:

Code	Title	Credits
ENT-1001	Introduction to Entrepreneurship	3
ENT-200	Entrepreneurial Marketing & New Product Innovation	3
	Select one of the following:	3
FIN-2001	E-Finance	
MKT-3316	Fashion and Retail Merchandising	
	Select one of the following:	3
ENT-1777	Design Thinking and Innovation	
PHI-2342	Business Ethics	
HC-2003	Decision-Making in Health field	
	Select one of the following:	3
ENT-3003	Using Tech in Entrepreneurship	
IT-1102	Multimedia Design	
IT-1106	Introduction to App development for mobile devices	
IT-2410	Web design	
IT-3310	System analysis and design	
	Total credits	**15**

Program: Fashion and Retail Management, Minor

Fashion and Retail Management, Minor | St. Francis College

Program Overview:

The Fashion and Retail Management Minor provides students with an introduction to the business, marketing, and operational aspects of the fashion and retail industries. Designed to complement a wide range of majors, the program combines creative industry knowledge with core business principles to help students understand how fashion products move from concept to consumer.

Students explore topics such as fashion marketing, retail management, consumer behavior, merchandising, and brand strategy. The curriculum emphasizes the relationship between creativity, market trends, and business decision-making within the fast-paced global fashion industry. Through interdisciplinary coursework, students gain insights into how retail organizations develop product strategies, manage supply chains, and engage customers.

The Fashion and Retail Management Minor prepare students to pursue careers in fashion, retail, and related industries while developing transferable skills in marketing, business strategy, and customer engagement.

Program Learning Objectives:

PLO 1: Demonstrate an understanding of, and evaluate the appropriate use of management processes, concepts, and methodologies.
PLO 2: Examine professional ethics considering legal, organizational, and societal responsibilities. Integrate ethical thinking into all aspects of decision making.
PLO 3: Discuss the significant influences of management in personal, organizational, and societal contexts while articulating the challenges and benefits of managing business activities in a global and diverse world.
PLO 4: Communicate effectively in written and oral form with a range of audiences to present ideas, decisions, and recommendations on business issues.

Program Requirements:

Code	Title	Credits
BUS-1771	Introduction to Fashion and Retail Management	3
MKT-3316	Fashion and Retail Merchandising	3
	Select three of the following:	9
BAN-3310	Production and Operations Management	
BUS-2001	Global Business	
BUS-4001	Special Topics in Business (Fashion or Retail courses only)	
BUS-4990	Internship in Business	
IT-3410	E-Commerce Integration	
MKT-3777	Introduction to Brand Management	
	Total Credits	**15**

Program: Information Technology, Minor

Information Technology, Minor | St. Francis College

Program Overview:

The Information Technology Minor provides students with a foundational understanding of information systems, digital technologies, and the role of technology in modern organizations. Designed to complement a wide range of majors, the program introduces students to the core concepts of information technology, including data management, information systems, and the practical applications of technology in business and society.

Through interdisciplinary coursework, students develop skills in problem-solving, data organization, and the use of technological tools that support effective decision-making. The curriculum also highlights the importance of communication, collaboration, and ethical considerations when working with information systems and digital technologies. The Information Technology Minor prepares students to apply technology-driven solutions in a variety of professional settings and enhances career readiness in fields where digital literacy and information management are essential.

Program Learning Objectives:

PLO 1: Demonstrate an understanding of, and evaluate the appropriate use of management processes, concepts, and methodologies.
PLO 2: Examine professional ethics considering legal, organizational,
and societal responsibilities. Integrate ethical thinking into all aspects of decision making.
PLO 3: Discuss the significant influences of management in personal, organizational, and societal contexts while articulating the challenges and benefits of managing business activities in a global and diverse world.
PLO 4: Communicate effectively in written and oral form with a range of audiences to present ideas, decisions, and recommendations on business issues.

Program Requirements:

Code	Title	Credits
IT-1001	Computer Tools	3
IT-1103	Computer-Based Information Systems	3
IT-1104	Programming I	3
	Select two IT courses 2000 or higher	6
	Total Credits	**15**

Program: Interactive Multimedia, Minor

Interactive Multimedia, Minor | St. Francis College

Program Overview:

The Interactive Multimedia Minor introduces students to the creative and technical principles of designing digital and interactive media. The program combines design, storytelling, and technology to help students understand how multimedia content is created and delivered across digital platforms. Students explore multimedia production, digital design, user interaction, and visual communication while learning to use digital tools to create engaging interactive experiences. The curriculum fosters creativity, collaboration, and problem-solving through projects that integrate text, graphics, audio, video, and interactive elements. The minor complements a wide range of majors and prepares students for careers in digital media, communication, marketing, and other technology-driven industries.

Program Learning Objectives:

PLO 1: Demonstrate an understanding of, and evaluate the appropriate use of management processes, concepts, and methodologies.
PLO 2: Examine professional ethics considering legal, organizational, and societal responsibilities. Integrate ethical thinking into all aspects of decision making.
PLO 3: Discuss the significant influences of management in personal, organizational, and societal contexts while articulating the challenges and benefits of managing business activities in a global and diverse world.
PLO 4: Communicate effectively in written and oral form with a range of audiences to present ideas, decisions, and recommendations on business issues.

Program Requirements:

Code	Title	Credits
IT-1102	Multimedia Design	3
IT-2410	Web Design	3
	Select three of the following courses:	9
IT-1002	App Design & Development in the Humanities	
IT-1106	Introduction to app development for mobile devices	
IT-2440	Scripting Languages	
IT-2445	Digital Video	
IT-2450	Digital Imaging	
IT-3400	HTML & CSS for Web Design	
	Total Credits	**15**

Program: Project Management, Minor

Project Management, Minor | St. Francis College

Program Overview:

The Project Management Minor introduces students to the principles and practices used to successfully plan, organize, and manage projects across a variety of industries. Designed to complement a wide range of academic majors, the program provides students with a foundation in project planning, resource management, teamwork, and strategic decision-making. Students explore key concepts such as project scheduling, budgeting, risk management, and leadership while learning how to coordinate tasks and manage project teams effectively. The curriculum emphasizes problem-solving, communication, and organizational skills that are essential for guiding projects from initial concept through successful completion. The Project Management Minor prepares students to contribute to project teams in many professional environments and enhances career readiness in fields where effective project coordination and management are critical to organizational success.

Program Learning Objectives:

PLO 1: Demonstrate an understanding of, and evaluate the appropriate use of management processes, concepts, and methodologies.
PLO 2: Examine professional ethics considering legal, organizational, and societal responsibilities. Integrate ethical thinking into all aspects of decision making.
PLO 3: Discuss the significant influences of management in personal, organizational, and societal contexts while articulating the challenges and benefits of managing business activities in a global and diverse world.
PLO 4: Communicate effectively in written and oral form with a range of audiences to present ideas, decisions, and recommendations on business issues.

Program Requirements:

Code	Title	Credits
IT-1001	Computer Tools	3
IT-3301	Project Management	3
PM-4010	Project Risk Management	3
PM-4020	Finance for Project Managers	3
PM-4030	Optimizing Project Management Teams	3
	Total Credits	**15**

Program: Sports Management, Minor

Sports Management, Minor | St. Francis College

Program Overview:

The Sports Management Minor introduces students to the business and organizational aspects of the sports industry. Designed to complement a wide range of majors, the program provides foundational knowledge of sports organizations, including marketing, event management, sports administration, and business strategy. Students examine the management of professional, collegiate, and recreational sports organizations while exploring the economic, social, and promotional factors that shape the industry. The curriculum emphasizes leadership, communication, and strategic decision-making. The minor prepares students for careers in sports organizations, athletic administration, event management, and related fields while developing transferable management and leadership skills.

Program Learning Objectives:

PLO 1: Demonstrate an understanding of, and evaluate the appropriate use of management processes, concepts, and methodologies.
PLO 2: Examine professional ethics considering legal, organizational, and societal responsibilities. Integrate ethical thinking into all aspects of decision making.
PLO 3: Discuss the significant influences of management in personal, organizational, and societal contexts while articulating the challenges and benefits of managing business activities in a global and diverse world.
PLO 4: Communicate effectively in written and oral form with a range of audiences to present ideas, decisions, and recommendations on business issues.

Program Requirements:

Code	Title	Credits
BUS-1001	Organization and Management	3
SPM-1001	Introduction to Sports Management	3
	Select two of the following courses:	6
MKT-2201	Introduction to Marketing	
SPM-2050	Facility and Event Management	
SPM-2070	Organization Theory in Sports Management	
SPM-2080	Sports and the Law	
	Select two courses from BAN, BUS, ENT, FIN, HR, MKT or PM, 2000 level or higher	6
	Total Credits	**18**

Department: Mathematics

Mathematics | St. Francis College

Department Mission:

Mathematics belongs both to the sciences and to the liberal arts. Not only is it the language of science, but it is also studied for its own beauty. Its basic elements are logic and intuition, analysis and construction, and the balance between generality and individuality.

The Department of Mathematics strives to promote academic excellence in mathematics and related fields. It offers a wide spectrum of mathematics courses ranging from first-year introductory courses to advanced upper-level courses that cover the full undergraduate curriculum in mathematics, leading to a Bachelor of Science in Mathematics. The challenging B.S. degree program provides excellent preparation for graduate study at universities and research institutions.

The mathematics major and minor prepare students for careers in business, government, industry, education, and research. Rapid advances in science and technology have expanded the many fields in which mathematics is essential. In today's technology-driven world, mathematical knowledge supports applications in data science, computing, engineering, finance, and many other modern technologies. As a result, graduates of the department have increasing opportunities for employment, innovation, and professional advancement in a wide variety of disciplines.

Faculty:

- Eric Malijan, M.S., Lecturer & Chairperson
- Tek Bam, M.S., Lecturer
- Lavinia Ciungu, Ph.D, Associate Professor (inactive faculty; administrative role)
- Raeann Kyriakou, Ph.D., Assistant Professor (inactive faculty ; administrative role)

Programs:

- Mathematics, B.S.
- Mathematics, Minor

Program: Mathematics, B.S.

Mathematics, B.S. | St. Francis College

Program Overview:

The Bachelor of Science in Mathematics program provides students with a rigorous and versatile foundation in mathematical theory, analytical thinking, and problem-solving. Mathematics is the language of science, technology, and innovation, and the ability to think quantitatively and logically is increasingly valuable in today's data-driven world. Students in the program explore a wide range of mathematical topics, from foundational concepts in calculus and linear algebra to advanced areas such as probability, abstract mathematics, and applied analysis.

Along the way, they develop strong skills in reasoning, pattern recognition, and analytical problem-solving that are essential in both scientific research and professional careers. The program prepares students for graduate study in mathematics and related fields, as well as careers in areas such as data science, finance, technology, engineering, research, and education. Mathematics also complement many other disciplines, making it an excellent foundation for interdisciplinary work.

Program Learning Objectives:

PLO 1: Demonstrate proficiency in the techniques and applications of single-variable and multivariable calculus. Students will be able to compute limits, derivatives, and integrals of a variety of functions.
PLO 2: Solve first-order differential equations and higher-order linear differential equations and apply these methods to mathematical and real-world problems.
PLO 3: Construct and understand mathematical proofs, producing arguments that are logically sound and mathematically rigorous.
PLO 4: Apply principles of probability and statistics to determine the likelihood of events and compute measures such as the mean and standard deviation of probability distributions.
PLO 5: Use matrices and linear algebra techniques to solve systems of linear equations and analyze vector spaces and linear transformations.
PLO 6: Understand, identify, and prove properties of fundamental algebraic structures such as groups, rings, and fields.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**49**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR 1	Mathematics	4
MAT-1105	College Algebra	
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**56**
	Select two foreign language courses in sequence or select two IT courses in sequence	6
MAT-1107	Algebra and Trigonometry	4
MAT-2202	Calculus I	4
MAT-2203	Calculus II	4
MAT-3304	Calculus III	4
MAT-3312	Linear Algebra	4
MAT-3401	Differential Equations I	3
MAT-4403	Advanced Calculus I	4
MAT-4404	Advanced Calculus II	4
MAT-4409	Modern Algebra	3
MAT-4415	Probability Theory	3
	Select two MAT 2000–4000 level courses	6
MAT-4418	Senior Seminar	3
PHY-2001	General Physics I	3
PHY-2001L	General Physics I Laboratory	1
	General electives	**15**
	Total credits	**120**

Program: Mathematics, Minor

Mathematics, Minor | St. Francis College

Program Overview:

The Mathematics Minor provides students with a strong foundation in mathematical reasoning, analytical thinking, and quantitative problem-solving. Designed to complement a wide range of academic majors, the minor helps students develop the ability to analyze complex problems, recognize patterns, and apply mathematical methods in diverse professional contexts.

Through coursework in core mathematical topics, students strengthen their logical reasoning and quantitative skills while gaining insight into how mathematics supports fields such as science, technology, economics, finance, and data analysis. The program emphasizes both theoretical understanding and practical application, helping students see how mathematical thinking can be used to solve real-world problems.

A Mathematics Minor enhances career preparation for students in disciplines such as business, information technology, economics, engineering, and the natural sciences, while also providing a strong intellectual complement to studies in the liberal arts. The analytical skills developed through the minor are highly transferable and valuable in many professional and academic paths.

Program Learning Objectives:

PLO 1: Demonstrate proficiency in the techniques and applications of single-variable and multivariable calculus. Students will be able to compute limits, derivatives, and integrals of a variety of functions.
PLO 2: Solve first-order differential equations and higher-order linear differential equations and apply these methods to mathematical and real-world problems.
PLO 3: Construct and understand mathematical proofs, producing arguments that are logically sound and mathematically rigorous.
PLO 4: Apply principles of probability and statistics to determine the likelihood of events and compute measures such as the mean and standard deviation of probability distributions.
PLO 5: Use matrices and linear algebra techniques to solve systems of linear equations and analyze vector spaces and linear transformations.
PLO 6: Understand, identify, and prove properties of fundamental algebraic structures such as groups, rings, and fields.

Program Requirements:

Code	Title	Credits
MAT-1107	Algebra and Trigonometry	4
MAT-2202	Calculus I	4
MAT-2203	Calculus II	4
MAT-3304	Calculus III	4
	Select one of the following courses:	3
MAT-3312	Linear Algebra	
MAT-2309	College Geometry	
MAT-3401	Differential Equations I	
MAT-3406	Theory of Numbers	
MAT-4403	Advanced Calculus I	
MAT-4409	Modern Algebra	
MAT-4415	Probability Theory	
	Total Credits	**19**

Department: Media and Communication

Media and Communication | St. Francis College

Department Mission:

The Media and Communication Department prepares students to understand, analyze, and create media in an increasingly digital and interconnected world. The department offers a dynamic curriculum that combines theoretical knowledge with practical, hands-on experience in media production, digital storytelling, communication strategy, and media analysis. Students explore how media influences culture, politics, business, and society while developing the creative and technical skills needed to succeed in modern communication industries. Through courses in media production, journalism, digital media, advertising, public relations, and media studies, students gain experience using professional tools and technologies while learning how to craft compelling messages for diverse audiences. The program emphasizes critical thinking, ethical communication, research skills, and media literacy, preparing students to navigate and shape the rapidly evolving media landscape. Students benefit from opportunities to participate in collaborative projects, internships, and experiential learning that connect classroom knowledge with real-world media practices. Faculty mentors guide students as they develop portfolios, conduct research, and build professional networks within media and communication industries. Graduates of the department pursue careers in fields such as digital media production, journalism, advertising, public relations, marketing, corporate communication, social media management, multimedia design, and media research. The department also provides a strong academic foundation for students interested in pursuing graduate study in communication, media studies, journalism, or related disciplines.

Faculty:

- Scott Weiss, Ph.D., Professor & Chairperson
- Martina Karels, Ph.D., Associate Professor
- Alexandra Nikolchev, M.A., Assistant Professor

Programs:

- Media and Communication, B.A.
- Media and Communication, Concentration in Digital Media Production, B.A.
- Media and Communication, Concentration in Advertising and Public Relations, B.A.
- Media and Communication, Concentration in Media Studies, B.A.

Program: Media and Communication, B.A.

Media and Communication, B.A. | St. Francis College

Program Overview:

The Bachelor of Arts degree in Media and Communication at St. Francis College prepares innovative and inspired communicators to succeed in today's fast-paced and constantly evolving media landscape. Students learn not only to adapt to changes in journalism, entertainment, and digital media, but also to become thoughtful creators and leaders who help shape the future of communication. As social media and emerging technologies continue to transform how stories are told, SFC remains committed to preparing students with the skills and insight needed to stay relevant and impactful in the 21st century.

Students in the Media and Communication program study both the theory and practice of communication while gaining hands-on experience in media production across radio, film, television, podcasting, and digital platforms. The curriculum emphasizes critical thinking, storytelling, collaboration, and creative problem-solving, allowing students to build a professional portfolio of original work throughout the program. Each student completes a capstone project in the medium of their choice, showcasing their creative and technical abilities. Supporting the program's focused, outcomes-driven curriculum is St. Francis College's robust General Education Program, the cornerstone of the College's mission to develop educated, well-rounded individuals prepared to contribute meaningfully to an increasingly diverse and interconnected world.

Program Learning Objectives:

PLO 1: Employ theories and practices of classical and contemporary rhetoric across different forms of communication.
PLO 2: Analyze media across the realms of reading, writing, listening, and viewing through critical thinking and research skills.
PLO 3: Use performance practices for creative expression and/or to address substantive global and local issues.
PLO 4: Assess their own roles as global citizen in a media-saturated world, and the social responsibilities of these roles.
PLO 5: Create media projects using the tools and technologies of media production.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
LWP-1000	Introduction to Digital Humanities	
ALC	Arts and Literature across Culture	6
COM-1001	Introduction to Media Production	
FA-1402	Orientation in Art	
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
COM-2000	Mass Communication	
COM-2015	Mass Media and Society	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**45**
COM-2001	Writing for Media	3
COM-2300	Media Research Methods	3
	Select one of the following:	3
COM-2040	Interpersonal Communication	
COM-2100	Acting I: Voice and Movement	
COM-2111	Language of Film	3
COM-3103	Digital Media Cultures	3
COM-3200	News Writing	3
COM-4990	Field Experience in Communication Arts	3
	Select one of the following:	3
COM-4996	Capstone Practicum	
COM-4998	Capstone Seminar	
	COM Electives	21
	Liberal Arts Electives	**9**
	General Electives	**18**
	Total Credits	**120**

Program: Media and Communication, Concentration in Digital Media Production, B.A.

Media and Communication, Concentration in Digital Media Production, B.A. | St. Francis College

Program Overview:

The Bachelor of Arts degree in Digital Media Production at St. Francis College in New York prepares creative, forward-thinking storytellers to thrive in today's rapidly evolving digital landscape. Students develop technical skills, creative vision, and professional adaptability needed to produce compelling content across emerging media platforms while shaping the future of digital communication and storytelling.

The Digital Media Production program combines hands-on training with critical understanding of media practices and technologies. Students gain practical experience in video production, audio storytelling, tal editing, multimedia design, and content creation for film, television, streaming, and social media platforms. Through collaborative projects and immersive production experiences, students build a professional portfolio that culminates in a capstone project tailored to their individual creative and career goals.

At the foundation of the B.A. in Digital Media Production is St. Francis College's robust General Education Program, which reflects the College's mission to cultivate educated, well-rounded individuals prepared to contribute thoughtfully and creatively to a diverse and interconnected world.

Program Learning Objectives:

PLO 1: Employ theories and practices of classical and contemporary rhetoric across different forms of communication.
PLO 2: Analyze media across the realms of reading, writing, listening, and viewing through critical thinking and research skills.
PLO 3: Use performance practices for creative expression and/or to address substantive global and local issues.
PLO 4: Assess their own roles as global citizen in a media-saturated world, and the social responsibilities of these roles.
PLO 5: Create media projects using the tools and technologies of media production.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
LWP-1000	Introduction to Digital Humanities	
ALC	Arts and Literature across Cultures	6
COM-1001	Introduction to Media Production	
FA-1402	Orientation in Art	
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
COM-2000	Mass Communication	
COM-2015	Mass Media and Society	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**51**
COM-2001	Writing for Media	3
COM-2300	Media Research Methods	3
	Select one of the following:	3
COM-2040	Interpersonal Communication	
COM-2100	Acting I: Voice and Movement	
COM-2111	Language of Film	3
	Digital Media Cultures	3
COM-3200	News Writing	3
COM-4990	Field Experience in Communication Arts	3
	Select one of the following:	3
COM-4996	Capstone Practicum	
COM-4998	Capstone Seminar	
	Digital Media Production Concentration	
COM-3300	Television Studio Production I	3
COM-3301	Digital Media Production I	3
COM-4320	Digital Media Production II	3
COM-4310	Advanced Television Studio Production II	3
	Select one of the following:	
COM-3601	Political Communication	
COM-4100	Film Criticism	

COM-4600	Globalization of Media, Communication & Technology	
COM-4611	Communication and the Law	
	Select one of the following:	3
COM-3100	History of Film	
CM-3120	History of Television	
	COM Electives	9
	Liberal Arts Electives	**9**
	General Electives	**12**
	Total Credits	**120**

Program: Media and Communication, Concentration in Advertising and Public Relations, B.A.

Media and Communication, Concentration in Advertising and Public Relations, B.A. | St. Francis College

Program Overview:

The Bachelor of Arts degree in Communication Arts at St. Francis College will empower innovative and inspired creators who not only adapt to the ever-changing media world around us, but they also aim to set the pace. With the speed of evolution of social media, in particular, SFC keeps its finger on the pulse of this evolution, adapting what it means to tell a story and remain relevant in the 21st century.

Students in the Communication Arts program study both the theory and practice of communications, as well as gain hands-on media production experience in radio, film, and TV. Students in the program can create a portfolio of creative work, which will include a capstone project in the media of the student's choosing. Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of SFC and affirms its mission to graduate educated, well-rounded individuals who enter the workforce and work to change and culturally diversify the world.

Program Learning Objectives:

PLO 1: Employ theories and practices of classical and contemporary rhetoric across different forms of communication.
PLO 2: Analyze media across the realms of reading, writing, listening, and viewing through critical thinking and research skills.
PLO 3: Use performance practices for creative expression and/or to address substantive global and local issues.
PLO 4: Assess their own roles as global citizen in a media-saturated world, and the social responsibilities of these roles.
PLO 5: Create media projects using the tools and technologies of media production.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
LWP-1000	Introduction to Digital Humanities	
ALC	Arts and Literature across Culture	6
COM-1001	Introduction to media Production	
FA-1402	Orientation in Art	
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
COM-2000	Mass Communication	
COM-2015	Mass Media and Society	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**51**
COM-2001	Writing for Media	3
COM-2300	Media Research Methods	3
	Select one of the following courses:	3
COM-2040	Interpersonal Communication	
COM-2100	Acting I: Voice and Movement	
COM-2111	Language of Film	3
COM-3103	Digital Media Cultures	3
COM-3200	News Writing	3
COM-4990	Field Experience in Communication Arts	3
	Select one of the following courses:	3
COM-4996	Capstone Practicum	
COM-4998	Capstone Seminar	
	Advertising/Public Relations Concentration	
COM-2002	Introduction to Advertising	3
MKT-2440	Introduction to Digital Marketing	3
COM-3102	Advertising and Society	3
COM-3400	Persuasion	3
COM-4410	Creative Advertising	3
COM-4420	Public Relations	3
	COM Electives	9
	Liberal Arts Electives	9
	General Electives	**12**
	Total Credits	**120**

Program: Media and Communication, Concentration in Media Studies, B.A.

Media and Communication, Concentration in Media Studies, B.A. | St. Francis College

Program Overview:

The Bachelor of Arts degree in Media Studies at St. Francis College prepares students to critically examine the powerful role media plays in shaping culture, politics, society, and global communication. In an era defined by rapid technological change and constant access to information, the program equips students with the analytical, creative, and communication skills needed to understand and navigate today's complex media environment.

Students are encouraged not only to interpret media critically, but also to engage thoughtfully with the evolving digital world and its impact on contemporary life. Students in the Media Studies program explore the history, theory, and cultural influence of media across film, television, journalism, social media, advertising, and emerging digital platforms. Through interdisciplinary coursework, students develop strong research, writing, and critical thinking skills while examining issues such as representation, ethics, media literacy, popular culture, and global communication.

The program also provides opportunities for creative and applied learning experiences, allowing students to connect media theory with real-world practice and professional development. Supporting the program's focused, outcomes-driven curriculum is St. Francis College's robust General Education Program, the cornerstone of the College's mission to cultivate educated, well-rounded individuals prepared to contribute thoughtfully and ethically to an increasingly diverse and interconnected world.

Program Learning Objectives:

PLO 1: Employ theories and practices of classical and contemporary rhetoric across different forms of communication.
PLO 2: Analyze media across the realms of reading, writing, listening, and viewing through critical thinking and research skills.
PLO 3: Use performance practices for creative expression and/or to address substantive global and local issues.
PLO 4: Assess their own roles as global citizen in a media-saturated world, and the social responsibilities of these roles.
PLO 5: Create media projects using the tools and technologies of media production.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
LWP-1000	Introduction to Digital Humanities	
ALC	Arts and Literature across Culture	6
COM-1001	Introduction to Media Production	
FA-1402	Orientation in Art	
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
COM-2000	Mass Communication	
COM-2015	Mass Media and Society	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**51**
COM-2001	Writing for Media	3
COM-2300	Media Research Methods	3
	Select one of the following:	3
COM-2040	Interpersonal Communication	
COM-2100	Acting I: Voice and Movement	
COM-2111	Language of Film	3
COM-3103	Digital Media Cultures	3
COM-3200	News Writing	3
COM-4990	Field Experience in Communication Arts	3
	Select one of the following:	3
COM-4996	Capstone Practicum	
COM-4998	Capstone Seminar	
	Media Studies Concentration	
	Select one of the following:	3
COM-3100	History of Film	
COM-3120	History of Television	
COM-3102	Advertising and Society	3
COM-3601	Political Communication	3
COM-4100	Film Criticism	3
COM-4600	Globalization of Media, Communication & Technology	3
COM-4611	Communications and the Law	3
	COM Electives	9
	Liberal Arts Electives	**9**
	General Electives	**12**
	Total Credits	**120**

Department: Nursing

Nursing | St. Francis College

Department Mission:

The St. Francis College (SFC) Department of Nursing educates leaders who are prepared to practice safely within the technologically advanced and dynamic healthcare environment of the 21st century. SFC nursing graduates, in keeping with the Franciscan values, are educated to be globally minded, service-driven professionals, delivering the highest quality of evidence-based nursing care with respect to the diversity within our communities of interest. The St. Francis College undergraduate nursing program fosters students' abilities in therapeutic communication, critical thinking, clinical judgment, interprofessional collaboration, leadership, and cultural competency.

Faculty:

- Candice Birthwright-Philip, DNP, Assistant Professor & Chairperson
- Lizeth Baudin, Clinical Professor & Deputy chair
- Anne D'Antuono, Ph.D., Clinical Assistant Professor
- Cindy Etienne, Clinical Assistant Professor
- Stefi Louissant, Clinical Assistant Professor
- Micheline Remy, A.A.S., Clinical Assistant Professor
- Luana Wolf, Clinical Assistant Professor

PROGRAMS:

- Nursing, B.S.
- Registered Nurse to Bachelor of Science, R.N. to B.S.

PATHWAYS:

- Licensed Practical Nurses to Bachelor Science of Nursing-Registered Nurse, L.P.N. to B.S.N.-R.N.

Program: Nursing, B.S.

Nursing, B.S. | St. Francis College

Program Overview:

Accredited by the Commission on Collegiate Nursing Education (CCNE), an autonomous accrediting agency contributing to the improvement of the public's health, the Bachelor of Science in Nursing program at St. Francis College in Brooklyn New York educates leaders who are prepared to practice safely within the technologically advanced and dynamic health care environment of the 21st century. With brand-new, custom-built labs and learning suites, SFC hones nursing students' abilities in therapeutic communication, critical thinking, clinical judgment, interprofessional collaboration, leadership and cultural competency. Graduates of the B.S. in Nursing program go on to secure employment at some of the most prestigious institutions around the country. Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of SFC and affirms its mission to graduate educated, well-rounded individuals who enter the workforce and work to change and culturally diversify the world.

Centered around Student Success:

Students of the undergraduate nursing program at SFC in Brooklyn benefit from comprehensive support and competitive resources to ensure they will find success after graduation. Some highlights include:

- Professional advisor in the Center for Student Success and the Nursing Department
- NCLEX intensive test preparation
- ATI test prep, skills assessment, and study guides
- Brand new, state-of-the-art, custom-built campus featuring nursing simulation lab with ultra modern equipment opening Fall 2022 semester
- Licensed Nursing faculty, NPs, DNPs, and PhDs

Additionally, all St. Francis College students, including students in our nursing programs, receive the enhanced Terrier 360 system of wrap-around support from day one to after graduation. Within the robust support, students gain in-depth insight and guidance to academic, internship, and nursing career path options via the Center for Student Success, Center for Career Exploration, and Center for Learning and Leadership.

Additional Academic Opportunities:

Qualified students seeking an additional academic challenge can participate in the St. Francis Honors Program, where students participate in a series of small, intensive seminars, trips, and other activities that

lead toward a senior thesis. The College is also home to 15 national honor societies and its own Duns Scotus Honors Society which recognizes students for their academic and community achievements.

Admission Requirements:

The Pre-Licensure track offers a Bachelor of Science degree with a major in nursing to qualified high school graduates and transfer students interested in preparing for the NCLEX-RN exam. This Pre-Licensure nursing track is open to applicants with good moral character and demonstrated academic ability who are interested in full-time study. This is a day program. In addition to the nursing curriculum, students gain valuable knowledge and skills in liberal arts and sciences through courses focused on mathematics, natural sciences, social sciences, writing, and oral communication. Freshmen students are directly admitted into the nursing major from high school.

For more information about the Pre-Licensure Track Admission requirements, visit:

First Year Students

Transfer Students

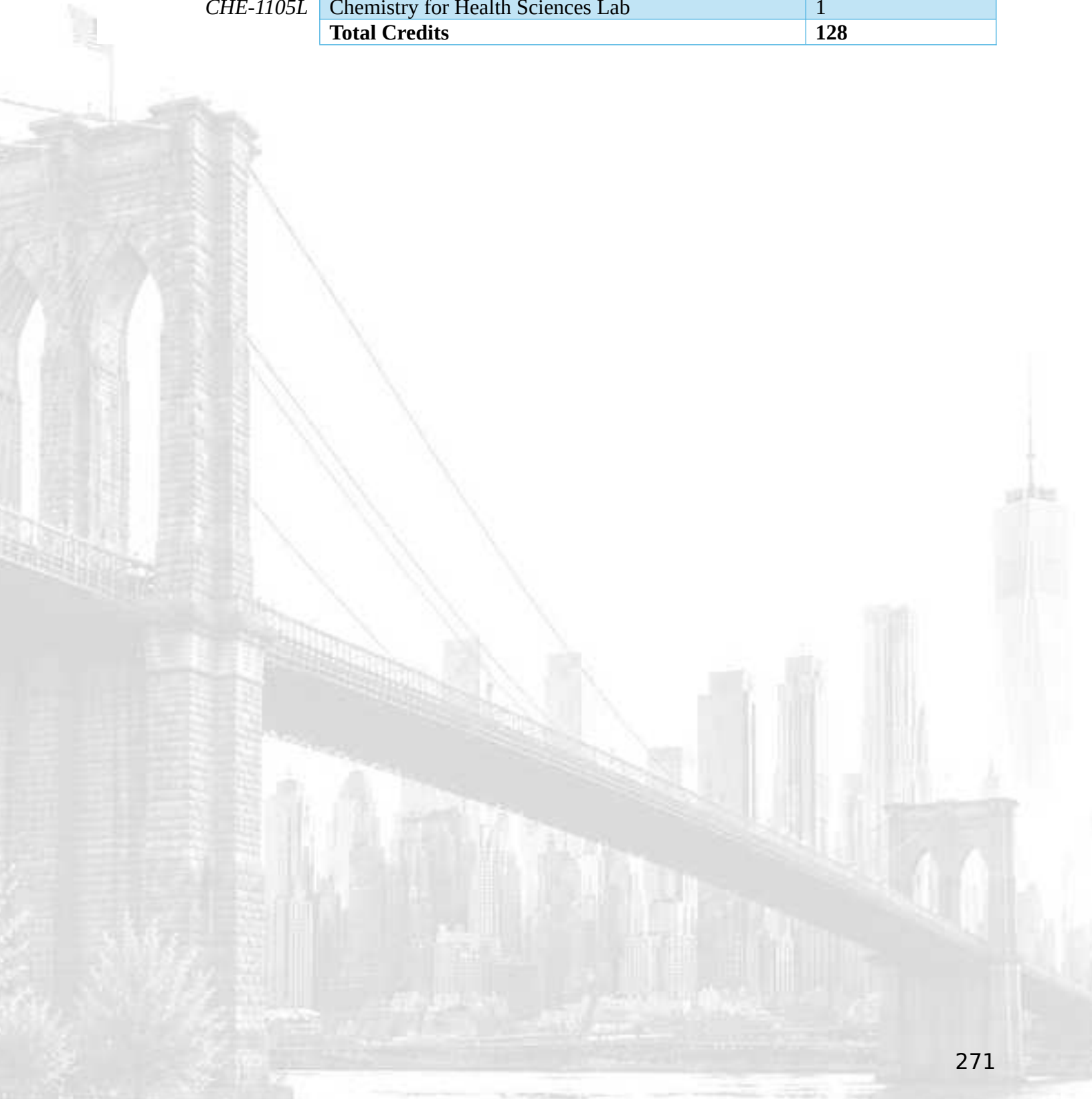
Program Learning Objectives:

PLO 1: Apply knowledge from the arts and sciences to the care of individuals and families throughout the health-illness continuum.
PLO 2: Apply knowledge and skills in leadership, quality improvement, and patient safety to provide quality health care.
PLO 3: Translate current evidence into clinical decision making and professional nursing care.
PLO 4: Utilize technology and informatics appropriately in professional nursing settings.
PLO 5: Apply knowledge of health care policy, finance, and regulatory environments both directly and indirectly to influence the function of the health care system.
PLO 6: Collaborate and communicate effectively among health professionals to promote quality and safe patient care in a variety of health care settings.
PLO 7: Apply health promotion and disease prevention at the individual and population level to improve health.
PLO 8: Demonstrate autonomy, integrity, self-assessment, and social justice as part of developing the professional nursing role.
PLO 9: Provide culturally competent nursing care to individuals, families, groups, communities, and populations across the lifespan across a variety of health care environments.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**52**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-1105	College Algebra	
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	8
BIO-1140	Anatomy and Physiology I	
BIO-1140L	Anatomy and Physiology I Lab	
BIO-1141	Anatomy and Physiology II	
BIO-1141L	Anatomy and Physiology II Lab	
EP	Ethics and Philosophy	6
PHI-2502	Medical Ethics	
	Select one EP course	
SSS	Social Sciences	6
SOC-1000	Principles of Sociology	
PSY-1108	Life-Span Development	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	3
HS-1207	Nutrition	
RS	Religion	3
REL-1101 or REL-1112	Survey of the World Religion or Death and the Afterlife	
	Major Requirements	**76**
NUR-2221	Introduction to Nursing Therapeutic Skills	3
NUR-3001	Nursing Informatics	3
NUR-3323	Physical Assessment	4
NUR-3311	Introduction to Geriatric Nursing	3
NUR-3334	Nursing Care of the Adult-Lecture	5
NUR-3335	Nursing Care of the Adult-Clinical	3
NUR-3336	Nursing Pathophysiology	3
NUR-3423	Leadership and Management	3
NUR-3450	Nursing Pharmacology	3
NUR-3501	Nursing Seminar I	1
NUR-4423	Community Health Nursing – Clinical	4
NUR-4424	Community Health Nursing- Lecture	3
NUR-4440	Critical Care Medical Surgical Nursing- Lecture	4
NUR-4444	End of Life Care	3
NUR-4446	Psychiatric Nursing	3
NUR-4446C	Clinical: Psychiatric Nursing	2
NUR-4447	Nursing Care of Child & Family- Clinical	3
NUR-4448	Nursing Care of Child & Family- Lecture	4

NUR-4449	Critical Care Medical Surgical Nursing- Clinical	4
NUR-4502	Nursing Seminar II	1
NUR-4600	Nursing Research	3
MAT-2301	Statistics	3
BIO-3300	Microbiology	3
BIO-3300L	Microbiology Lab	1
CHE-1105	Chemistry for Health Sciences	3
CHE-1105L	Chemistry for Health Sciences Lab	1
	Total Credits	**128**



Program: Registered Nurse to Bachelor of Science- hybrid or online, R.N. to B.S.

Registered Nurse to Bachelor of Science, R.N. to B.S. | St. Francis College

Program Overview:

This track offers a Bachelor of Science degree with a major in nursing to registered nurse candidates who complete the requirements listed. This track requires students to demonstrate knowledge and skills in the liberal arts and sciences including mathematics, natural sciences, social sciences, history, the arts, and basic communication, and information technology. Flexible scheduling permits full- or part-time study. Please note that the R.N. to B.S. track is designed for nurses who wish to remain employed while continuing their education. Therefore, courses will be offered during the day and evening whenever possible. Students who wish to attend during the day may do so. Students interested in completing the Nursing program on a part-time basis are advised that they must complete a minimum of 12 credits per year, which may include credits taking during the summer sessions. The program must be completed within a five-year period.

Program Learning Objectives:

PLO 1: Apply knowledge from the arts and sciences to the care of individuals and families throughout the health-illness continuum.
PLO 2: Apply knowledge and skills in leadership, quality improvement, and patient safety to provide quality health care.
PLO 3: Translate current evidence into clinical decision making and professional nursing care.
PLO 4: Utilize technology and informatics appropriately in professional nursing settings.
PLO 5: Apply knowledge of health care policy, finance, and regulatory environments both directly and indirectly to influence the function of the health care system.
PLO 6: Collaborate and communicate effectively among health professionals to promote quality and safe patient care in a variety of health care settings.
PLO 7: Apply health promotion and disease prevention at the individual and population level to improve health.
PLO 8: Demonstrate autonomy, integrity, self-assessment, and social justice as part of developing the professional nursing role.
PLO 9: Provide culturally competent nursing care to individuals, families, groups, communities, and populations across the lifespan across a variety of health care environments.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**60**
	Transfer Nursing Credits	**30**
NUR-3001	Nursing Informatics	3
NUR-4600	Nursing Research	3
NUR-3311	Introduction to Geriatric Nursing	3
NUR-3321 & 3321L	Physical Assessment & Lab	4
NUR-4323	Professional Nursing Bridge (Clinical)	4
NUR-4324	Professional Nursing Bridge (Lecture)	3
NUR-4421	Community/Public Health (Clinical)	4
NUR-4422	Community/Public Health (Lecture)	3
MAT-2301	Statistics	3
	Total Credits	**120**

Pathway: Licensed Practical Nurses to Bachelor Science of Nursing-Registered Nurse, L.P.N. to B.S.N.-R.N.

Licensed Practical Nurses to Bachelor Science of Nursing, L.P.N. to B.S.N.-R.N. | St. Francis College

Program Overview:

The LPN to BSN-RN Program at St. Francis College provides licensed practical nurses with a pathway to advance their education and prepare for professional practice as registered nurses. Building on students' prior nursing education and clinical experience, the program expands knowledge and skills in evidence-based practice, patient-centered care, clinical judgment, leadership, communication, and health promotion.

Through a combination of classroom instruction, hands-on learning, and clinical experiences, students develop the competencies needed to provide safe, compassionate, and culturally responsive care to individuals, families, and communities across diverse healthcare settings. The curriculum emphasizes critical thinking, ethical decision-making, collaboration, and the integration of current healthcare knowledge and technology into nursing practice.

Guided by experienced nursing faculty and clinicians, students are supported in their transition from practical nursing to the broader responsibilities of the professional registered nurse. Consistent with the mission and Franciscan values of St. Francis College, the program promotes compassion, integrity, service, respect for human dignity, and a commitment to lifelong learning.

Upon successful completion of the program, graduates earn a Bachelor of Science in Nursing (BSN) and are prepared to pursue professional opportunities as registered nurses, subject to applicable licensure requirements, as well as continued graduate education and professional advancement.

Program Learning Objectives:

PLO 1: Apply knowledge from the arts and sciences to the care of individuals and families throughout the health-illness continuum.

PLO 2: Apply knowledge and skills in leadership, quality improvement, and patient safety to provide quality health care.

PLO 3: Translate current evidence into clinical decision making and professional nursing care.

PLO 4: Utilize technology and informatics appropriately in professional nursing settings.

PLO 5: Apply knowledge of health care policy, finance, and regulatory environments both directly and indirectly to influence the function of the health care system.

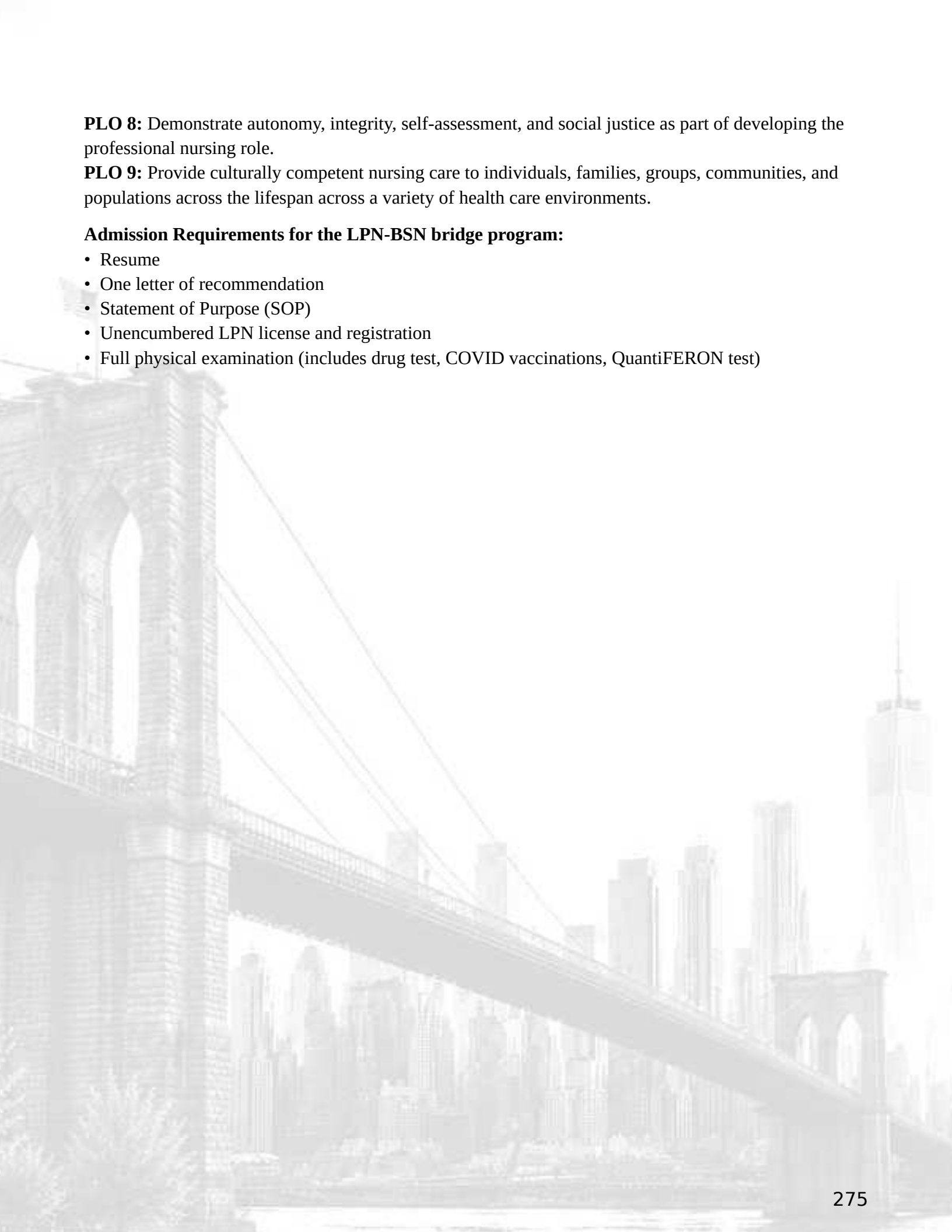
PLO 6: Collaborate and communicate effectively among health professionals to promote quality and safe patient care in a variety of health care settings.

PLO 7: Apply health promotion and disease prevention at the individual and population level to improve health.

PLO 8: Demonstrate autonomy, integrity, self-assessment, and social justice as part of developing the professional nursing role.
PLO 9: Provide culturally competent nursing care to individuals, families, groups, communities, and populations across the lifespan across a variety of health care environments.

Admission Requirements for the LPN-BSN bridge program:

- Resume
- One letter of recommendation
- Statement of Purpose (SOP)
- Unencumbered LPN license and registration
- Full physical examination (includes drug test, COVID vaccinations, QuantiFERON test)



Program Requirements:

Code	Title	Credits
	General Education Requirements	**52**
FS1	First-Year Experience	1
WRI1	Writing	3
WRI-1100	Writing and Research	
OC1	Presentation	3
COM-1000	Fundamentals of Public Speaking	
QR1	Mathematics	4
MAT-1105	College Algebra	
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	8
BIO-1140	Anatomy and Physiology I	
BIO-1140L	Anatomy and Physiology I Lab	
BIO-1141	Anatomy and Physiology II	
BIO-1141L	Anatomy and Physiology II Lab	
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
SOC-1000	Principles of Sociology	
	Select one SSS course	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	3
HS-1207	Nutrition	
RS	Religion	3
REL-1101 or REL-1102	Survey of World Religion or Death and the Afterlife	
	Major Requirements	**67**
NUR-3001	Nursing Informatics	3
NUR-3323	Physical Assessment	4
NUR-3334	Nursing Care of the Adult – Lecture	5
NUR-3335	Nursing Care of the Adult – Clinical	3
NUR-3336	Pathophysiology	3
NUR-3423	Leadership and Management	3
NUR-3450	Nursing Pharmacology	3
NUR-3501	Nursing Seminar I	1
NUR-4423	Community Health Nursing – Clinical	4
NUR-4424	Community Health Nursing – Lecture	3
NUR-4440	Critical Care Medical Surgical Nursing - Lecture	4
NUR-4449	Critical Care Medical Surgical Nursing - Clinical	4
NUR-4446	Psychiatric Nursing – Lecture	3

NUR-4446C	Psychiatric Nursing – Clinical	2
NUR-4447	Nursing Care of Child & Family – Clinical	3
NUR-4448	Nursing Care of Child & Family – Lecture	4
NUR-4502	Nursing Seminar II	1
NUR-4600	Nursing Research	3
MAT-2301	Statistics	3
BIO-3300	Microbiology	3
BIO-3300L	Microbiology Lab	1
CHE-1105	Chemistry for Health Sciences	3
CHE-1105L	Chemistry for Health Sciences Lab	1
	ATI Examination – Equivalent Credits (NUR-2221 Introduction to Nursing Therapeutic Skills; NUR-4444 End of Life Care; NUR-3311Introduction to Geriatric Nursing**)**	**9**
	Total Credits	**128**

Program: Accelerated Second-Degree Bachelor of Science, A.S.D.B.S.

Accelerated Second-Degree Bachelor of Science| St. Francis College

Program Overview:

The Accelerated Second-Degree Bachelor of Science in Nursing (ASDBS) is an intensive nursing program designed for students who already hold a bachelor's degree in a non-nursing field and want to become registered nurses.

The curriculum combines nursing theory, laboratory and simulation training, and supervised clinical experiences. Coursework commonly covers health assessment, pharmacology, pathophysiology, adult medical-surgical nursing, maternal and newborn nursing, pediatrics, mental health nursing, community/public health, nursing research, leadership, and evidence-based practice. Clinical rotations may take place in hospitals, outpatient facilities, community agencies, and other healthcare settings.

Program Learning Objectives:

PLO 1: Apply knowledge from the arts and sciences to the care of individuals and families throughout the health-illness continuum.
PLO 2: Apply knowledge and skills in leadership, quality improvement, and patient safety to provide quality health care.
PLO 3: Translate current evidence into clinical decision making and professional nursing care.
PLO 4: Utilize technology and informatics appropriately in professional nursing settings.
PLO 5: Apply knowledge of health care policy, finance, and regulatory environments both directly and indirectly to influence the function of the health care system.
PLO 6: Collaborate and communicate effectively among health professionals to promote quality and safe patient care in a variety of health care settings.
PLO 7: Apply health promotion and disease prevention at the individual and population level to improve health.
PLO 8: Demonstrate autonomy, integrity, self-assessment, and social justice as part of developing the professional nursing role.
PLO 9: Provide culturally competent nursing care to individuals, families, groups, communities, and populations across the lifespan across a variety of health care environments.

Program Requirements:

Code	Title	Credits

	General Education Requirements	**51**
WRI 1	Writing	3
WRI-1100	Writing and Research	
OC1	Presentation	3
COM-1000	Fundamentals of Public Speaking	
QR1	Mathematics	4
MAT-1105	College Algebra	
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
RS	Religion	3
REL-1101 or REL-1102	Survey of the World Religions or Death and the Afterlife	
SSS	Social Sciences	6
SOC-1000	Principles of Sociology	
	Select one SSS course	
EP	Ethics and Philosophy	6
NSS	Natural Sciences	8
BIO-1140 & BIO-1140L	Anatomy & Physiology I & Lab	
BIO-1141 & BIO-1141L	Anatomy & Physiology II & Lab	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	3
HS-1207	Nutrition	
	Major Requirements	**76**
NUR-2221	Introduction to Nursing Therapeutic Skills	3
NUR-3001	Nursing Informatics	3
NUR-3311	Geriatric Nursing	3
NUR-3323	Physical Assessment & Lab	4
NUR-3334	Nursing Care of the Adult-Lecture	5
NUR-3335	Nursing Care of the Adult-Clinical	3
NUR-3336	Nursing Pathophysiology	3
NUR-3450	Nursing Pharmacology	3
NUR-3501	Nursing Seminar I	1
NUR-3423	Leadership and Management	3
NUR-4423	Community Health Nursing – Clinical	3
NUR-4424	Community Health Nursing – Lecture	4
NUR-4440	Critical Care Medical Surgical Nursing – Lecture	4
NUR-4444	End of Life Nursing	3
NUR-4502	Nursing Seminar II	1
NUR-4600	Nursing Research	3
NUR-4446	Psychiatric Nursing-Lecture	3
NUR-4446C	Psychiatric Nursing-Clinical	2
NUR-4447	Nursing Care of Child & Family - Clinical	3
NUR-4448	Nursing Care of Child & Family- Lecture	4
NUR-4449	Critical Care-Medical Surgical Nursing- Clinical	4
MAT-2301	Statistics	3
BIO-3300	Microbiology	3
BIO-3300L	Microbiology Lab	1
CHE-1105	Chemistry for Health Sciences	3
CHE-1105L	Chemistry for Health Sciences Lab	1
	Total Credits	**127**

Department: Philosophy and Religious Studies

Philosophy and Religious Studies | St. Francis College

Department Mission:

In today's interconnected world, understanding different religious traditions is more important than ever. As a Religious Studies major at St. Francis College, you will explore the rich histories, beliefs, and cultural influences of the world's religions while gaining valuable insights into the events and issues shaping societies locally and globally.

Rooted in the Franciscan tradition of kindness, generosity, tolerance, and respect, the program emphasizes the importance of learning about religious traditions beyond one's own. Students are encouraged to appreciate the diversity of religious thought and practice while examining the historical and cultural contexts in which religions develop.

A degree in Religious Studies provides excellent preparation for graduate study in religious studies, theology, or religious ministry. It also serves as a strong foundation for careers and advanced study in fields such as psychology, history, literature, philosophy, art, the social sciences, political science, international affairs, and law, where cultural understanding and ethical reflection are essential.

Faculty:

- Clayton Shoppa, Ph.D., Professor & Chairperson
- James Freeman, J.D., Lecturer
- Nicolás Garerra-Tolbert, Ph.D., Lecturer
- John Edwards, Ph.S., Professor (inactive faculty; administrative role)

Programs:

- Philosophy, B.A.
- Philosophy, Minor
- Religious Studies, B.A.
- Religious Studies, Minor
- Religious Studies, A.A.

Program: Philosophy, B.A.

Philosophy, B.A. | St. Francis College

Program Overview:

The Bachelor of Arts in Philosophy at St. Francis College offers students a dynamic and intellectually stimulating program designed to develop strong analytical, critical thinking, and communication skills. These highly valued abilities prepare graduates for a wide range of careers, including medicine, law, health care, journalism, business, public service, and many other fields, as well as for advanced graduate study in philosophy and related disciplines. Located in the heart of New York City, the Philosophy program challenges students to think deeply, reason carefully, and communicate ideas clearly. Through the study of classic and contemporary philosophical questions, students learn how to analyze complex problems, evaluate arguments, and engage thoughtfully with diverse perspectives, skills that are increasingly in demand in today's professional world. At the core of the program is a commitment to exploring the nature, purpose, and value of philosophical inquiry. Students are encouraged not only to study philosophical traditions but also to develop and pursue their own philosophical questions. The program emphasizes critical reflection as an essential tool for understanding the world and making thoughtful decisions about what is meaningful, valuable, and worth pursuing. The B.A. in Philosophy is supported by St. Francis College's strong General Education Program, the cornerstone of the College's mission. This interdisciplinary foundation ensures that students graduate as well-rounded, intellectually curious individuals who are prepared to contribute thoughtfully to their professions, their communities, and an increasingly diverse and interconnected world.

Program Learning Objectives:

PLO 1: Formulate an understanding of the nature, purpose, and importance of the philosophical enterprise in writing and thereby engage personally in the activity of philosophizing.
PLO 2: Demonstrate respect both for reason as a defining feature of living as well as for truth and its pursuit.
PLO 3: Demonstrate critical thinking when considering issues in depth, when relating parts and wholes, when examining and assessing influential positions, when understanding the world of others, and when formulating principles for responsible actions.
PLO 4: Discuss major philosophical questions, which are none other than the fundamental questions confronting human beings as such, through the study of the views of philosophers belonging to many traditions.
PLO 5: Formulate understanding of primary texts from the history of philosophy, and the derived nourishment from them for one's own being.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR 1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
	Select one 1000 Level PHI course	
	Select one EP course	
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**42**
	Select two foreign language courses in sequence	6
	Select two HIS courses	6
PHI-2431	Ancient Greek Philosophy	3
PHI-2441	Early Modern Philosophy	3
PHI-3318	19th-Century Philosophy	3
	Select one of the following courses:	3
PHI-2211	Existentialism	
PHI-3442	Twentieth-Century Philosophy	
	Select one of the following courses:	3
PHI-2341	Authority and Law	
PHI-2403	The Good Life	
PHI-2404	Political Philosophy	
	Select one of the following courses:	3
PHI-2237	Theory of Being	
PHI-3333	Philosophical Theology	
PHI-3432	Medieval Philosophy	
	Select four 2000 level or higher PHI courses	12
	Liberal Arts	**6**
	General electives	**24**
	Total Credits	**120**

Program: Philosophy, Minor

Philosophy, Minor | St. Francis College

Program Overview:

The minor consists of fifteen Philosophy credits, allowing students to tailor their own program by selecting five courses that interest them and that complement their major. Combining theory with practical application, students personally engage with fundamental questions facing human beings, as they as read historical and contemporary texts addressing these issues. Analytical writing and critical thinking skills gained through philosophy will serve them well in any career or area of graduate study, including health care, law, the sciences, business, psychology, English, education, and communications.

Program Learning Objectives:

PLO 1: Formulate an understanding of the nature, purpose, and importance of the philosophical enterprise in writing and thereby engage personally in the activity of philosophizing.
PLO 2: Demonstrate respect both for reason as a defining feature of living as well as for truth and its pursuit.
PLO 3: Demonstrate critical thinking when considering issues in depth, when relating parts and wholes, when examining and assessing influential positions, when understanding the world of others, and when formulating principles for responsible actions.
PLO 4: Discuss major philosophical questions, which are none other than the fundamental questions confronting human beings as such, through the study of the views of philosophers belonging to many traditions.
PLO 5: Formulate understanding of primary texts from the history of philosophy, and the derived nourishment from them for one's own being.

Program Requirements:

Code	Title	Credits
	Select five of the following courses:	**15**
PHI-1101	Basic Problems in Philosophy	
PHI-1114	Logic and Argumentation	
PHI-2201	Human Nature	
PHI-2203	Theories of Knowledge	
PHI-2204	Utilitarianism	
PHI-2205	Happiness and Pleasure	
PHI-2210	Descartes	
PHI-2211	Existentialism	
PHI-2212	Latin American Philosophy	
PHI-2237	Theory of Being	
PHI-2310	American Philosophy	
PHI-2316	Art and Aesthetics	
PHI-2341	Authority and Law	
PHI-2342	Business Ethics	
PHI-2343	Philosophy of Sport	
PHI-2344	Philosophy and the Natural World	
PHI-2403	The Good Life	
PHI-2404	Political Philosophy	
PHI-2431	Ancient Greek Philosophy	
PHI-2441	Early Modern Philosophy	
PHI-2502	Medical Ethics	
PHI-3312	Gender and Philosophy	
PHI-3315	Meaning of History	
PHI-3317	Renaissance Philosophy	
PHI-3318	19th-Century Philosophy	
PHI-3319	Philosophy and Literature	
PHI-3326	Philosophy of Science	
PHI-3333	Philosophical Theology	
PHI-3432	Medieval Philosophy	
PHI-3442	Twentieth-Century Philosophy	
PHI-4000	Special Topics in Philosophy (Special Topics in Philosophy)	
PHI-4995	Independent Study in Philosophy	
	Total Credits	**15**

Program: Religious Studies, B.A.

Religious Studies, B.A. | St. Francis College

Program Overview:

The Bachelor of Arts in Religious Studies at St. Francis College offers students the opportunity to explore the rich history, traditions, and cultural influence of the world's religions. Through the study of diverse religious beliefs and practices, students gain new perspectives on global events, cultural traditions, and the role religion plays in shaping societies both locally and around the world. The program prepares students for graduate study as well as careers in fields such as psychology, history, literature, philosophy, art, political science, international affairs, law, and social sciences.

Rooted in the Franciscan tradition of kindness, generosity, tolerance, and respect, the Religious Studies program emphasizes the importance of understanding religious traditions beyond one's own. Students are encouraged to explore the diversity of religious thought and practice while developing a deeper appreciation for the historical and cultural contexts in which religions evolve.

The B.A. in Religious Studies is supported by St. Francis College's strong General Education Program, the cornerstone of the College's academic mission. This interdisciplinary foundation helps students become well-rounded, thoughtful individuals prepared to enter the workforce and contribute to a more culturally aware and interconnected New York City and global community.

Program Learning Objectives:

PLO 1: Demonstrate a substantive knowledge of religious traditions and a critical understanding of the enterprise of the study of religion.
PLO 2: Compare the basic themes of religion and look at issues in the light of evidence and reasonable reflection.
PLO 3: Achieve competence in his or her area of concentration in an overall program of study designed in consultation with the faculty.
PLO 4: Develop a spirit of positive engagement with religions other than their own through class work, research and site visits.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR 1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
REL-1101	Survey of the World's Religions	
	Major Requirements	**57**
	Select two foreign language courses in sequence	6
	Select one of the following courses:	3
REL-1301	Introduction to Hebrew Bible	
REL-1302	Introduction to the New Testament	
	Select two of the following courses:	6
REL-1201	The Christian Tradition	
REL-1202	Judaism	
REL-1203	Islam	
REL-1206	Buddhism	
REL-3701	Approaches to the Study of Religion	3
REL-4991	Thesis Direction	3
	Select six REL courses	18
	Select six HIS, ICS, PSC, PSY, or SOC courses, any combination relevant to student’s concentration	18
	General electives	**15**
	Total Credits	**120**

Program: Religious Studies, Minor

Religious Studies, Minor | St. Francis College

Program Overview:

The Religious Studies minor consists of fifteen credits and is designed to provide students with a broad understanding of religious traditions, beliefs, and practices across cultures and historical periods. Students complete two required foundational courses that introduce key concepts, methods, and themes in the academic study of religion, along with three elective Religious Studies courses that allow them to explore areas of personal interest in greater depth. Elective offerings may include courses in world religions, ethics, theology, spirituality, philosophy of religion, scripture, religion and society, and interfaith dialogue. The minor complements a wide range of majors by encouraging critical thinking, cultural awareness, ethical reflection, and an appreciation for the role of religion in shaping human experience and global communities.

Program Learning Objectives:

PLO 1: Demonstrate a substantive knowledge of religious traditions and a critical understanding of the enterprise of the study of religion.
PLO 2: Compare the basic themes of religion and look at issues in the light of evidence and reasonable reflection.
PLO 3: Achieve competence in his or her area of concentration in an overall program of study designed in consultation with the faculty.
PLO 4: Develop a spirit of positive engagement with religions other than their own through class work, research and site visits.

Program Requirements:

Code	Title	Credits
REL-1101	Survey of the World's Religions	3
	Select one of the following courses	3
REL-1301	Introduction to Hebrew Bible	
REL-1302	Introduction to the New Testament	
	Select three REL courses	9
	Total credits	**15**

Program: Religious Studies, A.A.

Religious Studies, A.A. | St. Francis College

Program Overview:

The Associate of Arts in Religious Studies provides students with a strong foundation in the study of religion, exploring the beliefs, practices, histories, and cultural impact of diverse religious traditions. The program offers a flexible curriculum that allows students to pursue courses aligned with their interests while developing critical thinking, ethical reasoning, and intercultural understanding. Graduates are prepared for careers in community and nonprofit organizations, religious institutions, public service, or for continued study in the humanities, theology, or related fields. The program also enriches students' personal and intellectual growth by fostering dialogue, respect for diverse perspectives, and an appreciation of the role of religion in shaping societies throughout history and today.

Program Learning Objectives:

PLO 1: Demonstrate a substantive knowledge of religious traditions and a critical understanding of the enterprise of the study of religion.
PLO 2: Compare the basic themes of religion and look at issues in the light of evidence and reasonable reflection.
PLO 3: Achieve competence in his or her area of concentration in an overall program of study designed in consultation with the faculty.
PLO 4: Develop a spirit of positive engagement with religions other than their own through class work, research and site visits.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**33**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	3
NSS	Natural Sciences	3
EP	Ethics and Philosophy	3
SSS	Social Sciences	3
HGP	Historical and Global Perspectives	3
FS	Personal Wellness	2
RS	Religion	3
	Major Requirements	**27**
	Select five REL courses 1000 level	15
	Select three REL courses 2000 level	9
PHI-3333	Philosophical Theology	3
	Total Credits	**60**

Department: Psychology

Psychology | St. Francis College

Department Mission:

The Psychology Department supports the larger mission of St. Francis College by promoting academic excellence, critical thinking, and a commitment to social justice. These values are pursued with sensitivity to and appreciation of intellectual and cultural diversity.

Dedicated to advancing the understanding of the mind and behavior through scientific methods, the Department emphasizes the application of psychological science to promote human welfare. Its programs combine methodological and theoretical coursework with fieldwork to develop both research and applied skills. Students explore the foundations of psychology through a broad range of courses and experiential learning opportunities, preparing for careers in applied settings as well as advanced graduate study.

In keeping with the goals of a liberal arts education, the psychology major also fosters lifelong learning, critical thinking, and responsible action.

Faculty:

- Sunghun Kim, Ph.D., Professor & Chairperson
- Tristan Adams, Ph.D., Lecturer
- Chrisanna Mastorakis, Ph.D., Assistant Professor

Programs:

- Psychology, B.A.
- Psychology, Minor
- Cross-Cultural and Multicultural Psychology, Minor
- Applied Behavioral Psychology, B.A./M.A.

Program: Psychology, B.A.

Psychology, B.A. | St. Francis College

Program overview:

Earn a bachelor's in psychology from St. Francis College in New York and learn from leading professionals, access on-the-ground training in supervised internships, and join an active community of industry professionals, both inside and outside of the classroom. Psychology students at SFC in Brooklyn will graduate prepared for a broad range of careers that include mental health, social service, experimental research, business, law and other specializations.

Additionally, the psychology degree program provides a solid foundation for future graduate studies in areas such as clinical, forensic, developmental, school, counseling, and experimental and industrial-organizational psychology. When combined with a broad program of other courses, it can also prepare psychology major students for future careers in a variety of fields, from experimental research to business and law.

Students wishing to pursue graduate studies may opt for the dual-degree program, where qualified psychology degree students earn both a B.A. and M.A. in just five years. Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of SFC and affirms its mission to graduate educated, well-rounded individuals prepared to enter the workforce and work to change and culturally diversify the world.

Program Learning Objectives:

PLO1: Describe content domains and applications of the science of psychology.
PLO 2: Use scientific reasoning, information literacy, and awareness of sociocultural factors during the research process.
PLO 3: Evaluate psychological science and practice through the lens of ethical standards, which will inform their own relationships and values.
PLO 4: Demonstrate effective communication of psychological content and applications through writing, presentation, and interaction skills.
PLO 5: Apply psychological content and applications to the development of their career goals and professional pursuits.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
PSY-1000	Foundation in Information Literacy & Research	
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
PSY-2100	Introduction to Psychological Research	
	Select one of the following:	
BIO-1101	Introduction to Human Biology	
BIO-1140 & BIO-1140L	Anatomy and Physiology 1 & Laboratory	
BIO-1201 & BIO-1201L	General Biology 1 & Laboratory	
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
PSY-1100	General Psychology	
SOC-1000	Principles of Sociology	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**49**
	Select two foreign language courses in sequence	6
PSY-1200	Professional Development in Psychology	1
PSY-3300	Statistical Methods in Psychology	4
PSY-4998	Experimental Psychology I	4
PSY-4999	Experimental Psychology II	4
PSY-3380	Cross-Cultural Psychology/Communication	3
PSY-3411	History and Systems of Psychology	3
PSY-4000	Seminar in Psychology	3
PSY-4420	Applied Psychology	3
	Elective Group: Development	3
PSY-2201	Developmental Psychology I	
PSY-2202	Developmental Psychology II: Adulthood And Aging	
	Elective Group: Basic Processes	3
PSY-3305	Learning & Memory	
PSY-3320	Cognitive Psychology	
	Elective Group: Personality/Social/Abnormal	3

PSY-3307	Theories of Personality	
PSY-3312	Social Psychology	
PSY-3409	Abnormal Psychology	
	Elective Group: Biological	3
PSY-4360	Psychobiology	
PSY-4461	Sensation and Perception	
	Select one of the following:	3
PSY-1114	Human Sexuality	
PSY-2130	Addictions I	
PSY-2131	Addictions II	
PSY-2209	Introduction to Positive Psychology	
PSY-2229	Psychology of Women	
PSY-2230	Educational Psychology	
PSY-2233	Psychology of the Exceptional Child	
PSY-3301	Qualitative Research in Psychology	
PSY-3381	Children and Adolescents in a Cross-Cultural Perspective	
	Select one of the following:	3
PSY-3401	Forensic Psychology	
PSY-3402	Health Psychology	
PSY-3403	Industrial/Organizational Psychology	
PSY-4990	Field Experience in Psychology I	
PSY-4995	Independent Research in Psychology I	
	General electives	**24**
	Total Credits	**121**

Program: Psychology, Minor

Psychology, Minor | St. Francis College

Program Overview:

A Psychology Minor provides a strong foundation for careers in mental health, social services, research, business, law, and related fields. It also prepares students for graduate study in psychology and related disciplines. Opportunities for supervised field placement and independent research are available.

Program Learning Objectives:

PLO 1: Describe content domains and applications of the science of psychology.
PLO 2: Use scientific reasoning, information literacy, and awareness of sociocultural factors during the research process.
PLO 3: Evaluate psychological science and practice through the lens of ethical standards, which will inform their own relationships and values.
PLO 4: Demonstrate effective communication of psychological content and applications through writing, presentation, and interaction skills.
PLO 5: Apply psychological content and applications to the development of their career goals and professional pursuits.

Program Requirements:

Code	Title	Credits
PSY-1100	General Psychology	3
PSY-2100	Introduction to Psychological Research	4
	Select one of the following:	3
PSY-2201	Developmental Psychology I	
PSY-2202	Developmental Psychology II: Adulthood And Aging	
	Select one of the following:	3
PSY-3305	Learning & Memory	
PSY-3320	Cognitive Psychology	
	Select one of the following:	3
PSY-3307	Theories of Personality	
PSY-3312	Social Psychology	
PSY-3409	Abnormal Psychology	
	Total Credits	**16**

Program: Cross-Cultural and Multicultural Psychology, Minor

Cross-Cultural and Multicultural Psychology, Minor | St. Francis College

Program Overview:

The Cross-Cultural and Multicultural Psychology Minor focuses on understanding how cultural, social, and environmental contexts influence human behavior and psychological experiences. Students explore psychological theories and research that examine diversity, cultural identity, and the ways in which individuals and groups interact within multicultural societies.

Through interdisciplinary coursework, students analyze how factors such as culture, ethnicity, language, and social systems shape attitudes, values, and behavior. The curriculum emphasizes critical thinking, cultural awareness, and the ability to evaluate psychological research through a multicultural perspective. Students also develop communication and analytical skills that support respectful engagement with diverse communities and global perspectives.

Program Learning Objectives:

PLO 1: Describe content domains and applications of the science of psychology.
PLO 2: Use scientific reasoning, information literacy, and awareness of sociocultural factors during the research process.
PLO 3: Evaluate psychological science and practice through the lens of ethical standards, which will inform their own relationships and values.
PLO 4: Demonstrate effective communication of psychological content and applications through writing, presentation, and interaction skills.
PLO 5: Apply psychological content and applications to the development of their career goals and professional pursuits.

Program Requirements:

Code	Title	Credits
PSY-1100	General Psychology	3
PSY-3380	Cross-Cultural Psychology/Communication	3
	Select one of the following courses:	3
GLS-1240	Peoples/Cultures of Contemporary Asia/Africa World I	
GLS-1241	Peoples and Cultures of the Contemporary World II	
SOC-1070	Sociology of Minority Groups	
	Select one of the following courses:	3
PSY-4024	Human Morality in Cultural Perspective	
PSY-3381/5470	Children and Adolescents in a Cross-Cultural Perspective	
SOC-2040	Social Anthropology	
	Any other 3000/4000 level GLS/PSY/SOC course	
	Select one of the following courses:	3
PSY-3301	Qualitative Research in Psychology	
PSY-4990	Field Experience in Psychology I	
PSY-4995	Independent Research in Psychology I	
	Total Credits	**15**

Program: Applied Behavioral Psychology, B.A./M.A.

Applied Behavioral Psychology, B.A./M.A. | St. Francis College

Program Overview:

The Applied Behavioral Psychology, B.A./M.A. combined program offers students an accelerated pathway to earn both undergraduate and graduate degrees while developing advanced knowledge in psychological theory, research, and applied practice. Designed for students interested in understanding human behavior and applying that knowledge in real-world settings, the program integrates foundational coursework with graduate-level training in assessment, intervention, and behavioral analysis. Students build strong competencies in research methods, data analysis, and evidence-based practice, while also developing practical skills in areas such as counseling, behavioral assessment, and program design.

The curriculum emphasizes ethical practice, cultural awareness, and the application of psychological principles across diverse populations and professional contexts. Through a combination of coursework, applied experiences, and supervised training, students are prepared for careers in mental health, education, social services, and related fields, or for continued graduate study. The combined structure allows students to progress efficiently while gaining the depth and professional readiness required for advanced roles in applied behavioral psychology.

Program Learning Objectives:

PLO 1: Discuss psychological processes, assessment, counseling, and diagnostic and cultural diversity with an advanced understanding.
PLO 2: Apply responsible and ethical conduct in the context of clinical and applied research settings.
PLO 3: Integrate their conceptual and applied training through research or practicum experience in their chosen area of interest.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
PSY-1000	Foundation in Information Literacy & Research	
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
PSY-2100	Introduction to Psychological Research	
	Select one of the following:	
BIO-1101	Introduction to Human Biology	
BIO-1140 & BIO-1140L	Anatomy and Physiology 1 & Lab	
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
PSY-1108	Life-Span Development	
SOC-1000	Principles of Sociology	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**43**
	Select two foreign language courses in sequence	6
PSY-1100	General Psychology	3
PSY-1200	Professional Development in Psychology	1
PSY-3300	Statistical Methods in Psychology	4
PSY-4998	Experimental Psychology I	4
PSY-4999	Experimental Psychology II	4
PSY-3411	History and Systems of Psychology	3
PSY-4000	Seminar in Psychology	3
PSY-4420	Applied Psychology	3
	Elective: Development:	3
PSY-2201	Developmental Psychology I	
PSY-2202	Developmental Psychology II: Adulthood and Aging	
PSY-3320	Cognitive Psychology	3
	Elective: Personality/Social/Abnormal	3
PSY-3307	Theories of Personality	
PSY-3312	Social Psychology	
PSY-3409	Abnormal Psychology	

PSY-4360	Psychobiology	3
	General electives	**24**
	Required Graduate Courses	**36**
PSY-6205	Behavioral Perspectives in Learning and Motivation	3
PSY-6207	Psychological Assessment and Diagnosis	3
PSY-6213	Group Theory and Counseling	3
PSY-6233	Psychological Aspects of Disabilities	3
PSY-6360	Cognitive Neuroscience	3
PSY-6380	Psychology of Diversity Motivation	3
PSY-6401	Foundations of Counseling Theory and Clinical Assessment	3
PSY-7012	Behavioral Assessment and Intervention	3
PSY-7101	Professional Issues and Ethics	1
PSY-7330	Advanced Experimental Methods & Statistics	3
PSY-7400	Graduate Seminar	2
	Select One Course	3
PSY-7990	Supervised Practicum I	
PSY-7998	Supervised Thesis I	
	Select One Course	3
PSY-7991	Supervised Practicum II	
PSY-7999	Supervised Thesis II	
	Total Credits	**151**

Department: Sociology and Criminal Justice

Sociology and Criminal Justice | St. Francis College

Department Mission:

The Sociology and Criminal Justice Department offers an academic program that provides the foundation for students to pursue careers in law, social work, law enforcement, parole, probation, and non-profit organizational service and management. Those who graduate from our program are also well-prepared for graduate work in sociology, social work, criminal justice, criminology, and international migration studies. Our goal is to prepare students to solve social problems, to help eliminate homelessness, assist crime victims, reduce inequity, and create meaningful public policy. Our program offers majors in criminal justice and sociology. We also offer minors and concentrations in criminal justice, sociology, social work, and international migration studies for students majoring in other disciplines. Students have the opportunity to work with full-time faculty members as research assistants and are required to complete a three-credit internship. During the internship, students work a minimum of 135 hours in a professional setting related to their career goals.

Our department houses the Center for Crime and Popular Culture. The Center offers students the opportunity to hear lectures by academic experts and practitioners. We also house the Justice Initiative, which provides mentorship and support to students directly impacted by the criminal justice system. Additionally, the Forum on Migration hosts annual conferences, guest lectures, and public events focused on immigration policy, global migration trends, the criminalization and radicalization of undocumented immigrants, and the adjustment of newly arrived immigrants in their receiving countries.

The mission of the Sociology and Criminal Justice Department is to provide students with the knowledge, confidence, and motivation to think deeply about social issues. We seek to inspire intellectual curiosity, develop critical thinking skills, train students in the application of the scientific method, and encourage tolerance.

Faculty:

- Halyna Lemekh, Ph.D, Associate Professor & Chairperson
- RJ Maratea, Ph.D., Associate Professor
- Michelle Powell, J.D., Lecturer

Programs:

- Sociology, B.A.
- Criminal Justice, B.S.
- Criminal Justice, A.A.S.
- Criminal Justice, Minor
- Forensic Science, Minor
- International Migration, Minor
- Sociology, Minor

Program: Sociology, B.A.

Sociology, B.A. | St. Francis College

Program Overview:

A Bachelor of Arts degree in Sociology from St. Francis College in New York City provides the foundation for students to pursue graduate studies or careers in social services, law, social work, law enforcement, probation, and non-profit organizational service and management. The goal of a sociology degree is to prepare students to understand and address social problems, such as eliminating homelessness, assisting crime victims, reducing inequality, and creating meaningful and evidence-based public policy in New York and beyond.

In the program, sociology major students will learn important critical thinking skills, and after completing their studies, they will have successfully mastered and achieved the following program outcomes: The ability to describe and recognize key sociological concepts, theories, and methods; apply and utilize qualitative and quantitative sociological research methods in the pursuit of social research; apply sociological theory and sociological concepts to the study of social problems; and analyze and assess how personal identity (e.g. race, ethnicity, sex, sexuality, gender, & religion) relates to life chances and structural realities in contemporary society. Underlying the focused, outcomes-driven bachelors in sociology curriculum is SFC's robust General Education Program, which is the cornerstone of SFC and affirms its mission to graduate educated, well-rounded individuals who enter the workforce and work to change and culturally diversify the world.

Program Learning Objectives:

PLO 1: Describe and recognize key sociological concepts, theories, and methods.
PLO 2: Apply and utilize qualitative and quantitative sociological research methods in the pursuit of social research.
PLO 3: Apply sociological theory and sociological concepts to the study of social problems.
PLO 4: Analyze and assess how personal identity (e.g. race, ethnicity, sex, sexuality, gender, & religion) relates to life chances and structural realities in contemporary society.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
SOC-1000	Principles of Sociology	
	Select one SSS course	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**48**
SOC-2000	Social Problems	3
SOC-2030	Introduction to Social Work	3
SOC-3010	Sociology of the Family	3
SOC-3020	Theory and History of Sociology	3
SOC-3060	Law and Society	3
SOC-4210	Social Research Methods	3
SOC-4990	Internship in Sociology	3
SOC-4998	Senior Seminar in Sociology	3
	Select seven SOC elective courses	21
PSY-1100	General Psychology	3
	Liberal Arts	**6**
	General electives	**18**
	Total Credits	**120**

Program: Sociology, Concentration in Social Work, B.A.

Sociology, Concentration in Social Work, B.A. | St. Francis College

Program Overview:

The Sociology, Concentration in Social Work, B.A. prepares students to understand social problems, human behavior, families, communities, and the social forces that shape people's lives. Students develop critical thinking and research skills while exploring issues such as inequality, social justice, law, and community well-being.

The concentration provides focused preparation for careers and graduate study in social work and human services. Students gain practical experience through Social Work Practicum I and II, connecting classroom learning with real-world professional settings. The program provides a strong foundation for graduate study in social work as well as entry-level work in social and community services.

Program Learning Objectives:

PLO 1: Describe and apply key sociological concepts, theories, and methods to the study of social problems.
PLO 2: Analyze and assess how personal identity (e.g., race, ethnicity, sex, sexuality, gender, & religion) relates to life chances and structural realities in contemporary society and incorporate diversity and differences into social work practice.
PLO 3: Apply ethical principles to inform and guide professional social work practice.
PLO 4: Assess and engage effectively with individuals, families, groups, organizations, and communities.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
SOC-1000	Principles of Sociology	
	Select one SSS course	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**48**
SOC-2000	Social Problems	3
SOC-2030	Introduction to Social Work	3
SOC-3010	Sociology of the Family	3
SOC-3020	Theory and History of Sociology	3
SOC-3060	Law and Society	3
SOC-4210	Social Research Methods	3
SOC-4991	Social Work Practicum I	3
SOC-4992	Social Work Practicum II	3
SOC-4998	Senior Seminar in Sociology	3
CJ-3015	Prisons and Prisoners in the U.S.	3
CJ-3070/PSY-2130	Addictions I	3
CJ-3075/PSY-2131	Addictions II	3
	Select three SOC or CJ elective course	9
PSY-1100	General Psychology	3
	Liberal Arts	**6**
	General electives	**18**
	Total Credits	**120**

Program: Criminal Justice, B.S.

Criminal Justice, B.S. | St. Francis College

Program Overview:

The Bachelor of Science degree in Criminal Justice at St. Francis College in New York provides a solid foundation for students wishing to pursue careers in social services, such as law, social work, law enforcement, probation, and non-profit organizational service and management. Available on our New York City campus or online, the program explores a wide variety of criminal justice disciplines with the goal of preparing graduates to solve social problems.

B.S. in Criminal Justice students will identify the function and interrelationships between the major components of the American criminal justice system, critically analyze key criminology theories, demonstrate an understanding of the relationship between theory and criminal justice policy, and explain the impact of race, ethnicity, sexual orientation, and class on criminal justice outcomes. Underlying the focused, outcomes-driven curriculum is SFC's robust General Education Program, which is the cornerstone of SFC and affirms its mission to graduate educated, well-rounded individuals who enter the workforce and work to change and culturally diversify the world.

Program Learning Objectives:

PLO 1: Identify the function and interrelationships between the major components of the American criminal justice system.
PLO 2: Critically analyze key criminological theories.
PLO 3: Understand the relationship between theory and criminal justice policy.
PLO 4: Explain the impact of race, ethnicity, sexual orientation, gender, and class on criminal justice outcomes.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**48**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	6
NSS	Natural Sciences	6
EP	Ethics and Philosophy	6
SSS	Social Sciences	6
SOC-1000	Principles of Sociology	
	Select one SSS course	
HGP	Historical and Global Perspectives	6
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**60**
CJ-1020	Introduction to Criminal Justice	3
CJ-2010	Criminology	3
CJ-2030	Policing in American Society	3
CJ-2050	Correctional Systems	3
CJ-3000	American Criminal Courts	3
CJ-4990	Internship in Criminal Justice	3
CJ-4998	Criminal Justice Senior Thesis	3
	Select seven CJ elective courses	21
SOC-4210	Social Research Methods	3
	Select five CJ or SOC elective courses	15
	Liberal Arts	**15**
	Total Credits	**123**

Program: Criminal Justice, A.A.S.

Criminal Justice, A.A.S. | St. Francis College

Program Overview:

The Criminal Justice A.A.S. program provides students with a foundational understanding of the criminal justice system, including law enforcement, the court system, and corrections. The program introduces students to key concepts in criminology, policing, criminal law, and correctional practices while examining the social and legal factors that influence crime and justice in society. Students develop practical knowledge of how the criminal justice system operates and gain insight into the roles and responsibilities of professionals working in public safety and law enforcement.

Coursework emphasizes critical thinking, ethical decision-making, and an understanding of legal procedures, preparing students to respond effectively to real-world challenges in the field. The program also focuses on communication, analytical thinking, and problem-solving skills that are essential for careers in law enforcement, corrections, security, and other public safety professions. Students learn how criminal justice policies and practices impact communities and explore strategies for crime prevention and community engagement. Graduates of the program are prepared for entry-level positions in criminal justice and public safety fields or to continue their education in a bachelor's degree program in criminal justice or related disciplines.

Program Learning Objectives:

PLO 1: Identify the function and interrelationships between the major components of the American criminal justice system.
PLO 2: Critically analyze key criminological theories.
PLO 3: Understand the relationship between theory and criminal justice policy.
PLO 4: Explain the impact of race, ethnicity, sexual orientation, gender, and class on criminal justice outcomes.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**33**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	3
NSS	Natural Sciences	3
EP	Ethics and Philosophy	3
SSS	Social Sciences	3
SOC-1000	Principles of Sociology	
HGP	Historical and Global Perspectives	3
FH	Personal Wellness	2
RS	Religion	3
	Major Requirements	**21**
CJ-1020	Introduction to Criminal Justice	3
CJ-2010	Criminology	3
CJ-2030	Policing in American Society	3
CJ-2050	Correctional Systems	3
CJ-3000	American Criminal Courts	3
	Select two Criminal Justice Electives	6
	Liberal Arts	**6**
	Total Credits	**60**

Program: Criminal Justice, Minor

Criminal Justice, Minor | St. Francis College

Program Overview:

The Criminal Justice Minor provides students with an interdisciplinary understanding of the criminal justice system and the social, legal, and institutional factors that shape crime and justice. Designed to complement majors such as sociology, political science, psychology, history, communications, English, philosophy, and economics, the program explores criminology, policing, courts, and criminal justice institutions. Students develop critical thinking, analytical, communication, and research skills while gaining insight into crime, public policy, and the role of justice institutions. The minor prepares students for careers in law enforcement, public service, legal support, policy analysis, and community organizations, as well as for graduate study in criminal justice, law, public administration, and related fields.

Program Learning Objectives:

PLO 1: Identify the function and interrelationships between the major components of the American criminal justice system.
PLO 2: Critically analyze key criminological theories.
PLO 3: Understand the relationship between theory and criminal justice policy.
PLO 4: Explain the impact of race, ethnicity, sexual orientation, gender, and class on criminal justice outcomes.

Program Requirements:

Code	Title	Credits
CJ-1020	Introduction to Criminal Justice	3
CJ-2010	Criminology	3
	Select one of the following:	3
CJ-2030	Policing in American Society	
CJ-2050	Correctional Systems	
CJ-3000	American Criminal Courts	
	Select two CJ elective courses	6
	Total Credits	**15**

Program: Forensic Science, Minor

Forensic Science, Minor | St. Francis College

Program Overview:

The Forensic Science minor provides students with an interdisciplinary introduction to the scientific methods used in criminal investigations and evidence analysis. The program combines coursework in biology, chemistry, criminal justice, and digital forensics to help students understand how scientific techniques are applied to crime scene investigation and the examination of physical and digital evidence. Students learn about evidence collection, laboratory procedures, investigative methods, and the role of forensic science within the criminal justice system. Courses explore areas such as forensic biology, forensic chemistry, criminal investigations, and computer forensics, providing insight into the tools and technologies used by modern forensic professionals. The minor complements a wide range of majors, including criminal justice, biology, chemistry, computer science, and psychology, while strengthening students' analytical, scientific, and investigative skills. It prepares students for careers related to forensic investigation, law enforcement, and forensic laboratory work, as well as for advanced study in forensic science or related fields.

Program Learning Objectives:

PLO 1: Describe and analyze key concepts, theories, and principles in physical and biological sciences.
PLO 2: Apply the scientific method to solve forensic problems.
PLO 3: Develop hands-on laboratory and research skills, with an emphasis on quality assurance, objectivity, and professional scientific ethics.
PLO 4: Draw scientific conclusions from evidence and experimental data.

Program Requirements:

Code	Title	Credits
BIO-1150	Forensic Biology	3
CHE-1101&CHE-1101L	Chemistry and Life I & Lab	4
CJ-1020	Introduction to Criminal Justice	3
	Select two of the following courses:	6
CJ-3010	Forensic Science	
CJ-3012	Criminal Investigations	
CJ-4000	Special Topics in Criminal Justice	
IT-2270	Computer Forensics	
	Total Credits	**16**

Program: International Migration, Minor

International Migration, Minor | St. Francis College

Program Overview:

The International Migration Minor examines the movement of people across national borders and the social, political, economic, and cultural forces that shape migration. Students explore topics such as immigration policy, globalization, refugee movements, and the experiences of migrant communities through an interdisciplinary perspective. The program complements majors such as sociology, political science, history, economics, international studies, and communications. Students develop analytical and research skills while gaining insight into contemporary migration issues and policy debates. The minor prepares graduates for careers in public policy, international organizations, nonprofit and government service, research, and related graduate study.

Program Learning Objectives:

PLO 1: Identify and explain key concepts, theories, and methods in international migration.
PLO 2: Critically analyze international migration theories.
PLO 3: Analyze how immigration reflects the patterns of inequality related to race, ethnicity, gender, and legal status.
PLO 4: Evaluate how immigration is regulated through institutions and policies at the local, national, and international levels.

Program Requirements:

Code	Title	Credits
SOC-2020	Global Migration	3
SOC-1070	Sociology of Minority Groups	3
SOC-2035	Immigration: Issues and Concerns	3
	Select two courses:	6
FA-1430	Social Justice Art of the Diaspora	
SOC-2045	Immigrant New York	
SOC-2090	Human Trafficking	
LWP-2108	Latinx Literature	
LWP-2109	The African Diaspora in the Caribbean and the U.S. Literature	
HIS-3307	Race and Ethnicity in American Life	
HIS-3501	The Atlantic World	
	Total Credits	**15**

Program: Sociology, Minor

Sociology, Minor | St. Francis College

Program Overview:

Sociology has relevance for almost every academic major. In the fields of business and accounting, graduates are expected to have some sociological sophistication. The other social and behavioral sciences — economics, political science, and psychology—require basic sociological knowledge. Students aspiring to the world of communications also need more than a passing understanding of today's society. This minor aims to provide students with a complement to their chosen major field.

Program Learning Objectives:

PLO 1: Identify the function and interrelationships between the major components of the American criminal justice system.
PLO 2: Critically analyze key criminological theories.
PLO 3: Understand the relationship between theory and criminal justice policy.
PLO 4: Explain the impact of race, ethnicity, sexual orientation, gender, and class on criminal justice outcomes.

Program Requirements:

Code	Title	Credits
SOC-1000	Principles of Sociology	3
SOC-1070	Sociology of Minority Groups	3
SOC-2000	Social Problems	3
SOC-3010	Sociology of the Family	3
SOC-4210	Social Research Methods	3
	Total Credits	**15**

Program: Liberal Arts, A.A.

Liberal Arts, A.A. | St. Francis College

Program Overview:

flexible program provides students with the opportunity to explore a broad range of liberal arts disciplines while building a strong academic foundation. Students who complete the Associate of Arts degree are encouraged to continue their education at St. Francis College by pursuing one of the College's Bachelor of Arts or Bachelor of Science programs. For more information, please contact the Program Director or an advisor in the Undergraduate Support Plaza.

Program Director: Michelle Steven, Ed.D., Associate Dean of Academic Affairs for Graduate, Online, and Professional Studies

Program Learning Objectives:

PLO 1: Provide students with an introduction to a variety of liberal arts disciplines.
PLO 2: Help students broaden their understanding of their aspirations and clarify their goals.
PLO 3: Prepare students for more advanced study by creating a solid foundation in the basic skills of critical thinking, reading, writing, and quantitative analysis.
PLO 4: Utilize the Associate of Arts degree toward employment or the pursuit of a bachelor's degree.

Program requirements:

Code	Title	Credits
	General Education Requirements	**33**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	3
DL	Digital Literacy	3
ALC	Arts and Literature across Cultures	3
NSS	Natural Sciences	3
EP	Ethics and Philosophy	3
SSS	Social Sciences	3
HGP	Historical and Global Perspectives	3
FH	Personal Wellness	2
RS	Religion	3
	Select six Liberal Arts courses	**18**
	General Electives	**12**
	Total Credits	**63**

Program: Professional Studies, B.S.

Professional Studies, B.S. | St. Francis College

Program Overview:

This is a degree completion program designed especially for adult and other non-traditional learners. The Professional Studies program provides students with the flexibility to tailor their educational experience to meet both personal and professional objectives. At the same time, the program provides sufficient academic structure to maintain the high standards of a St. Francis College bachelor's degree.
Candidates for admission to the Professional Studies program are typically working adults who have previously undertaken significant coursework at other postsecondary institutions.

Professional Studies students have the option of designing, with faculty advisement, their own individualized undergraduate degree programs. Included in the Professional Studies program is a sequence that fulfills the general education requirement in traditional majors.

In the interest of achieving an additional dimension of educational depth, students in this program may select a minor offered by another department and complete the requirements as described in the catalog. A maximum of two minor concentrations can be noted on student transcripts as a way of recognizing that they have, in addition to the required major program, also concentrated in one or more additional areas.
Since adults obtain knowledge in many ways, including traditional college classes, online courses, work experience, and community activities, Professional Studies students have a variety of opportunities to earn credit for college-level learning undertaken elsewhere. In addition to transferring a significant number of credits from other institutions, students can also participate in the College's Experiential Learning Program, which assists students in earning credit through standardized college-level examinations, portfolio review, and professional training programs.

Program Director: Michelle Steven, Ed.D., Associate Dean of Academic Affairs for Graduate, Online, and Professional Studies

Program Learning Objectives:

PLO 1: Think critically and creatively in organizational problem-solving.
PLO 2: Demonstrate effective presentational skills to enhance personal and organizational communications.
PLO 3: Understand, articulate, and develop the key functions and competencies to be effective in today's workforce.
PLO 4: Utilize effective writing skills to enhance personal and organizational communications.
PLO 5: View the diversity of world cultures and peoples through multiple perspectives.

PLO 6: Optimize position in the workforce.

Program Requirements:

Code	Title	Credits
	General Education Requirements	**34**
FS	Understanding College	1
WRI1	Writing	3
OC1	Presentation	3
QR1	Mathematics	4
MAT-1105	College Algebra	
DL	Digital Literacy	3
IT-1001	Computer Tools	
ALC	Arts and Literature across Cultures	3
NSS	Natural Sciences	3
EP	Ethics and Philosophy	3
SSS	Social Sciences	3
HGP	Historical and Global Perspectives	3
FH	Personal Wellness	2
RS	Religion	3
	Select six Liberal Arts courses	**33**
	General Electives	**54**
	Total Credits	**121**

Program: Honors

Honors | St. Francis College

Program Overview:

The Honors Program's mission is to foster a community of active, lifelong learners who are prepared to thrive in a complex, interconnected world, through interdisciplinary courses on critical topics across all academic disciplines.

The program strengthens students intellectually by challenging them academically, encouraging intellectual curiosity, and developing their research, writing, critical thinking, and communications skills.

In keeping with St. Francis College's Franciscan tradition, Honors students are encouraged to embrace our core Franciscan values of care for creation, compassion, humility, and service to others. By offering courses across a wide variety of disciplines, the program enhances the academic experience of students in every major.

Program Director: Jim Freeman, J.D., Assistant Professor, Department of Philosophy and Religious Studies

Description:

The Honors Program provides students with the opportunity to study and investigate areas of interdisciplinary interest and personal passion. Students complete six three-credit Honors courses, beginning with the Freshman Seminar, and culminating in the one credit online Senior Honors Seminar.

Freshman Seminars focus on a timely theme selected by the Honors Director and introduce them to the seminar format and interdisciplinary methods. Honors Seminars combine independent research with self-directed study. Grades are based on brief essays, oral presentations, and longer research projects rather than traditional examinations. Field trips are encouraged, and students are expected to attend or participate in cultural and social activities sponsored by the College, as well as complete a service component.

Non-Freshman Honors courses offered each semester are selected from a growing catalog of interdisciplinary offerings. While the catalog includes all active Honors courses, students should consult the Program Director's Office for the most current schedule. Honors students receive priority registration and may enroll on the first day of registration.

With small seminars and highly motivated peers, the St. Francis College Honors Program enables you to get the most out of your academic experience. Among classmates who are as intellectually curious as you are, you'll have the opportunity to complete enriching projects and dive deeply into subjects that matter to you. Honors students can participate in field trips, study abroad programs, and

regional Honors Conferences. Each year, Freshman Seminars focus on a single theme, such as the American Civil War, environmental sustainability, or the evolution of our digital society. These topics are enriched through guest lecturers and special events, including the Dr. Francis J. Greene Honors Lecture Series. The Honors Program is about more than academics. Students become part of the larger Brooklyn community by volunteering with local organizations and serving as tutors for their fellow students.

Benefits of the Honors Program

- Participate in field trips and study abroad opportunities.
- Attend regional Honors Conferences.
- Complete enriching projects and explore subjects and issues that matter to you.
- Participate in volunteer opportunities on and off campus.
- Engage in seminar-style courses across a wide variety of disciplines.
- Conduct original research and explore different perspectives on existing theories, concepts, and ideas.

Eligibility:

Who Is Eligible:

- Accepted to St. Francis College.
- 90+ high school GPA.
- First-year student accepted for the Fall semester.

Expectations and Academic Performance:

Students in the Honors Program must maintain a minimum 3.5 GPA and remain enrolled as full-time students at St. Francis College. Students are expected to complete at least five upper year Honors courses, for a total of 19 Honors credits.

If a student's GPA falls below the required minimum, they will be placed on academic probation and given one semester to restore their GPA to 3.5 or demonstrate satisfactory progress toward meeting the requirement. Once the GPA requirement is met, probation will be lifted. Students who fail to meet the minimum GPA requirement will be removed from the program.

If circumstances prevent a student from completing coursework, enrolling in at least one Honors course each semester, maintaining the required GPA, or remaining enrolled full-time, they should schedule a meeting with the Director of the Honors Program.

Students may also apply for admission to the Honors Program during the spring semester of their freshman year. A minimum 3.5 GPA is required for sophomore admission.

Program Learning Objectives:

PLO1: Write and speak authoritatively about scholarly issues in a range of disciplines.

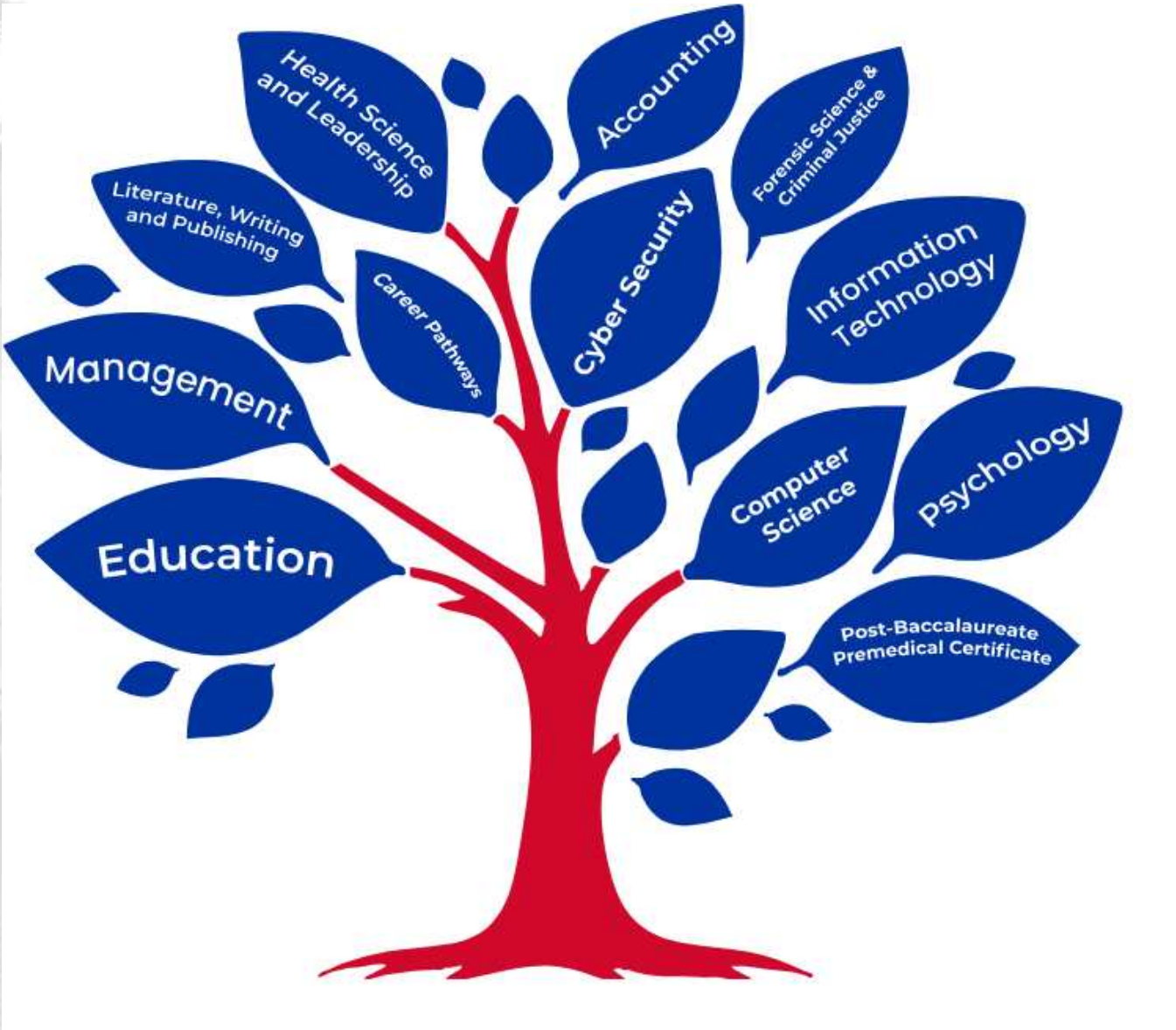
PLO 2: Design and execute an independent yearlong project that results in a scholarly thesis, creative project, or service initiative.

PLO 3: Identify and pursue opportunities for service in and outside the college.
PLO 4: Organize and participate in learning opportunities outside of the classroom and college.
PLO 5: Demonstrate the value of wide-ranging liberal arts knowledge in their chosen career fields and graduate programs.

Program Requirements:

Code	Title	Credits
HON-5101	Honors freshman Seminar	3
	Select five honors courses	15
HON-5997	Senior Seminar	1
	Total Credits	**19**

Graduate SCHOOL OF ADVANCED STUDIES



Graduate School of Advanced Studies

Admission to graduate programs is a privilege granted to students who demonstrate the ability to excel in an academic area. In most cases, College policy is the same for graduate and undergraduate students. Where policies differ, it is because graduate students are expected to possess superior academic skills and thus may be held to a higher standard. The differences are noted below.

Graduate Admission

Departments set admission requirements specific to their own academic programs. In the case of combined degree programs where students begin their graduate studies concurrently with their final undergraduate courses, the admission requirements are based on the student's undergraduate performance immediately prior to his or her initial semester of graduate work. Standardized test scores may be required. Refer to the appropriate academic section of this catalogue or the program director for additional information.

Graduate transfer credit is awarded only after approval from the department chairperson. Only graduate courses with a B or higher earned at accredited institutions are eligible for transfer. A maximum of two courses or eight credits, whichever is greater, may be transferred.

Graduate transfer credit will appear on the student's graduate academic record and will include the credits earned at the awarding institution. Graduate transfer credit is not included in the graduate grade-point index.

Note: U.S. Reserve Officers Training Corps (ROTC): Graduate credit will not be awarded from any ROTC program.

Graduate Degree Requirements, Graduation, and Commencement

General Education Program: Graduate programs do not have a general education component.

Comprehensive examination or project

During the student's final semester, the College tests the student's overall understanding of graduate work. The method or test will vary by department and curriculum, but students may not earn a graduate degree until this requirement is met.

Residency requirement

Except for two courses or eight credits which may be transferred, all graduate courses must be taken in residence. Students completing a combined undergraduate and graduate degree program must earn at least 30 undergraduate credits in residence for the bachelor's degree.

Progress toward degree/leave of absence

After completing at least one graduate semester, students who do not register for any graduate courses during the next two consecutive years must reapply for admission to the graduate division. No reapplication fee is required; however, students may be required to renew their studies by taking additional coursework that is deemed more current. Students also may be required to follow new requirements or a new catalogue. All graduate courses must be completed within eight years of the first graduate semester.

Graduation honors: Graduate students do not receive any distinction or academic honor (such as *cum laude*) on their graduate record.

Academic Programs

The graduation requirements of the College, as published in the catalogue in effect at the time of the student's initial enrollment, are those that must be met for the completion of a degree program. Students who withdraw and then reenter may be responsible for graduation requirements as published in the catalogue at the time of reentrance. Undergraduate students in professional programs and all graduate students may be required to take additional courses if the prior courses are deemed out of date or no longer meet the program's learning outcomes at the time the student readmits.

The College reserves the right to change the requirements of any or all academic programs when such modifications are deemed necessary. All students must comply with the new requirements insofar as they

pertain to courses and/or credit hours yet to be completed. Such changes, however, will be made only for the purpose of more fully achieving the objectives of the curriculum. Program directors have authority to waive or provide substitute course work for program requirements. Only the Graduate Academic Dean has the authority to waive or provide substitute course work for general education requirements.

Degree candidates must complete the required courses as outlined in the respective curriculum and have a cumulative undergraduate index and a major index of at least 2.0. Graduate students must maintain a cumulative index of 3.0.

Baccalaureate and graduate students must obtain a passing grade on a comprehensive examination or project in the major field.

Financing Your Education

A considerable amount of information pertaining to tuition and financial aid changes on an annual basis; a visit to the Student Accounts website is recommended for the most current information and policies.

Tuition and fees

The Board of Trustees determines and approves the tuition and fee rates annually to cover one academic year beginning with the fall semester and ending through the following summer. The current schedule for tuition and fees may be found on the College's website: Student Financial Services | St. Francis College

The full-time undergraduate rate is based on a student enrolling in 12-18 credits of study during the fall or spring terms. Students who enroll in more than 18 credits per term will be charged the per credit rate for each additional credit over 18. Students who enroll on a part-time basis will be charged at the per credit rate.

Non-credit courses count towards enrollment and are typically charged at a rate equivalent to the per credit rate and number of class hours per week.

Late fee assessments

A late fee will be charged if payment is not received by the published due date on the website and the bill. Only completed and approved financial aid (including loans) will be considered as payment by the designated due date. Incomplete or pending financial aid applications will not be approved for deferment of the tuition payment.

In addition to a late fee, students with open balances will get a financial hold on their student record and will not be permitted to register for future semesters.

Registration cancellation for unpaid balances

Failure to pay tuition and fees on time may result in the cancellation of classes. If a student is deregistered for non-payment, they will be permitted to register again upon payment and approval by the Student Accounts Office. Students who dropped off for non-payment are not guaranteed the same courses and schedule as their initial registration.

Unpaid balances and collections

Students account with past due balances or in collections will be placed on financial hold, preventing future registration or the release of your diploma.

The College makes every effort to collect all outstanding balances internally. However, if an account is not paid as required, the balance will be sent to a collection agency. Students who are sent to a collection agency will be responsible for the tuition balance plus any collection costs due.

Payment options

All students are bound by the payment due date that is on the college's website and on the bill (determined by initial registration date) whether a computerized bill is received. Students who register after the officially designated payment due date must be prepared to pay or make appropriate payment arrangements immediately. Students who register or pay after the initial registration and payment period will incur late fees. Payment dates can always be found on the college's website: Student Financial Services | St. Francis College

International payments

St. Francis College is excited to announce, we have partnered with TransferMate to streamline our international student account payments. TransferMate is a fully integrated international payment option within your Student Account Payment System.

In person: Payment may be made via cash, bank check, or money order. No change is provided, exact amount is required.

Touch-Net: E-checks and credit card payments are processed online though Touch-net. Please note: all credit card transactions are subject to a convenience fee. There is no fee for E-check/savings transactions. For more information, visit: Online Payment Options | St. Francis College.

By Postal Mail: Please include the student's name and SFC ID# on all checks and money orders and make them payable to St. Francis College. *Please do not send cash by mail.* Mail payments to our college's lock box at: St. Francis College PO Box 9500-5920, Philadelphia, PA 19195-5920.

Monthly Payment Plan: The College has partnered with Touch-Net for the purpose of administering monthly payment plans for the fall and spring semesters. Plan details are available online at Student Financial Services | St. Francis College. The toll-free number is (833) 269-3675. The monthly payment option is not available for Term B or intersession.

FINANCIAL AID

The term 'financial aid' refers to all forms of federal and state aid programs, federal loans, institutional aid and scholarships, as well as external scholarships. Students must complete the appropriate FAFSA application to apply for financial aid. A financial aid offer will be emailed once the college receives all necessary information and determines the student's eligibility. Students must accept their award letter on their self-service portal indicating the aid and loans they plan to accept or decline.

Only validated financial aid awards will appear on invoices and student accounts. If there are any discrepancies or aid is missing, please contact our financial aid office by e-mail at financialaid@sfc.edu. Balances not covered by financial aid must be paid by the designated due date.

Third-party billing

Students may submit third-party vouchers by the official payment due date. Vouchers will only be accepted in lieu of payment if the sponsoring agent assumes responsibility for payment upon receiving an invoice from the College. Students are expected to make appropriate arrangements if a third party fails to pay any portion of the bill.

Employer-sponsored tuition reimbursement programs do not qualify as third-party billing. Companies that do not pay before final grades are recorded may not sponsor students for third-party billing. In such cases, students must pay out of pocket and seek reimbursement through their employer or sponsor.

Refund of credit balances

Sign up for e-Refund (Direct Deposit): If you have a credit balance on your account, you may be eligible for a refund. To receive your e-Refund, log in to your TouchNet account and set up direct deposit.

Federal Direct Parent PLUS Loan Refunds: If a Federal Direct Parent PLUS Loan exceeds the student's College charges, the refund will be made to the parent borrower unless the parent has indicated otherwise on the loan application form allowing the credit to be refunded to the student.

Wire Transfer: If your account has been overpaid by a wire transfer, either the college will return the amount of the wire transfer overage to the originating bank, or you may leave the excess funds on your student account to be applied towards future tuition charges. Partial refunds are not allowed.

SFC Awards: Student cannot be issued a refund with an open balance. There must be credit available to be issued a refund.

Tuition cancellation policy

An official withdrawal from classes may entitle a student to a refund of tuition paid or a reduction of costs incurred. It is important to note that all charges and cancellations are based upon tuition commitments for the full semester. The effective date of withdrawal and cancellation, if any, will be the date when formal application is filed with the Office of the Registrar or the date of official withdrawal using Web registration. In cases when withdrawal is made by mail, the official withdrawal date will be the date of the postmarked envelope. Students using payment plans or receiving financial aid are responsible for completing all payments if a balance remains after the cancellation of tuition. Please note that all fees are non-refundable after the first day of the semester, and only tuition may be canceled according to the following schedule:

Fall or Spring Semester:

Date of Withdrawal	Percentage Cancellation
Before the first day of the semester	100%
Week 1	100%
Week 2	80%
Week 3	60%
Week 4	40%
Week 5	20%
After the fifth week of the semester	0%

Summer Session:

Date of Withdrawal	Percentage of Cancellation
Prior to and during the first week of the term	100%
During second week of the term	50%
After the second week of the term	0%

Intersession (January Session prior to the Spring semester):

Date of Withdrawal	Percentage Cancellation
Before the first two days of the term	100%
During the first two days of the term	90%
During the third and fourth days of the term	50%
Between the fifth and ninth days of the term	25%
After the ninth day of the term	0%

Financial aid recipients

The College is required to recalculate all aid eligibility for the semester if a student completely withdraws from school and is eligible for federal grants and loans. The student will be responsible for any balance due to the College because of a reduction in financial aid funds.

Exception to policy

If a student believes they have experienced extraordinary circumstances that warrant an exception to the tuition cancellation policy, they must submit a written request along with supporting documentation to an Academic Dean. For requests involving medical withdrawals, the Academic Dean will review and determine the academic withdrawal. Any financial adjustments, including tuition refunds or account changes, are subject to final approval by the Student Accounts and Financial Aid Office.

Free application for federal student aid (FAFSA)

St. Francis College offers a comprehensive financial aid program consisting of federal grants, federal loans, state grants, institutional scholarships, merit aid, need based grants, and student employment. To be considered for any financial assistance, students are required to complete a Free Application for Federal Student Aid (FAFSA) each school year. The FAFSA may be completed on the WEB at studentaid.gov (https://studentaid.gov/), beginning October 1st of each year. Current information regarding available program and eligibility requirements can be found on the College's website at St. Francis College - Private College in NY | St. Francis College.

Maintaining satisfactory academic progress (SAP)

Federal regulations (CFR 668.34) require St. Francis College to establish, publish and apply reasonable standards of Satisfactory Academic Progress (SAP) for financial aid eligibility. The purpose of measuring and enforcing these standards is to ensure financial aid recipients make progress toward graduation.

Satisfactory academic progress is comprised of three areas as required by federal regulations. A student must complete their degree within a specified maximum timeframe, demonstrate they are progressing through their program at a pace that will ensure graduation within the maximum timeframe, and achieve a GPA that is consistent with meeting graduation requirements.

All financial aid recipients are required to meet SAP standards toward completion of degree requirements to be eligible for Title IV aid, and when applicable, institutional financial aid programs.

Financial assistance programs

Federal Programs:

- Federal PELL Grant,
- Supplemental Educational Opportunity Grant (SEOG),
- Federal Stafford Loans (both Subsidized and Unsubsidized),
- Federal Parent PLUS Loan,
- Federal Work-Study.

Institutional Programs:

- St. Francis College institutional scholarships and grants,
- Need-Based grants,
- St. Francis College Endowment Scholarships.

Annual evaluation

Annual financial aid Satisfactory Academic Progress (SAP) evaluations will be completed at the end of each academic year and cannot take place until final grades have been posted. This review will determine academic eligibility for the upcoming summer, fall, winter, and/or spring terms. Every student who applies for financial aid must be making Satisfactory Academic Progress, regardless of whether they are a first- time applicant or have received financial aid in the past. Any financial assistance offered for the year ahead is subject to cancellation if the minimum standards of satisfactory academic progress were not met in the year prior.

Incoming freshmen and new transfer students will be considered for financial aid for one academic year prior to the evaluation of Satisfactory Academic Progress. At the end of the first academic year of attendance at St. Francis College, all students will be evaluated for Satisfactory Academic Progress. Students will then be reviewed annually until graduation. First Year Spring Admits and students who transfer to St. Francis College in January will be evaluated after their first semester.

When a student returns from a period of non-attendance from St. Francis College, all prior academic activity will be included in future SAP evaluations.

Each student's record will be reviewed under the direction of the Director of Financial Aid. Students will be notified of their failure to meet the SAP standards by email notification from the Office of Financial Aid.

Degree completion

Maximum time frame for degree completion

Federal regulations specify that a student must complete his/her degree within 150 percent of the published length of the program. The maximum timeframe is measured in credits. For example, if your degree program requires 120 credits to graduate, the maximum timeframe for degree completion is 180 attempted credits (120 × 150% = 180). The number of credits required for degree completion, and therefore the maximum timeframe for degree completion, may vary by college and academic program.

Credits included in the maximum timeframe are all attempted credits, even when not a financial aid recipient, and regardless of whether attending full-time or part-time. Attempted credits include:

- Earned credits – Passed (A through D-)
- Repeated courses – both attempts
- Withdrawal
- Failures – Failed (F)
- Incomplete
- All accepted transfer credits (including AP, consortium agreements, and Study Abroad courses) toward the degree program.

Required completion rate

Federal regulations require that a student must progress through their program at a pace that will ensure graduation within the maximum timeframe. Progress is measured for students cumulatively. To graduate within the maximum timeframe, a student must earn at least 67 percent of their attempted credits. Earned credit hours include:

- Grades of A through D and P
- Transferred credits and accepted AP credits – provided they meet degree requirements
- Credits earned from a Consortium Agreement or Study Abroad Program

Required grade point average

Federal regulations require that a student meet minimum cumulative GPA standards to retain eligibility for aid. To meet Satisfactory Academic Progress standards, a student must maintain a cumulative GPA of at

least 2.0. Earned letter grades of A, B, C, D, and F (including repeated courses) are counted toward the GPA.

Additionally, the Higher Education Act requires a specific review of GPA at the end of a student's second academic year (after four semesters). Any student with a cumulative GPA under 2.0 after four semesters will fail to meet SAP standards.

New York State Tuition Assistance Program Satisfactory Academic Progress

The New York State Education Department regulations regarding eligibility to receive Tuition Assistance Program (TAP) and all other New York State Scholarships require that students be in good academic standing. To maintain good academic standing, a student receiving a general or academic performance award must: (1) pursue the program of study in which he or she is enrolled, and (2) make satisfactory academic progress toward the completion of his or her program's requirements. The two elements of program pursuit and satisfactory academic progress must be met for each term of study in which a state award is received.

In pursuit of the study program, students must enroll in a certain number of credit hours each semester and earn a specific number of credit hours for that semester. To make satisfactory academic progress toward a degree, students must maintain specified grade point averages and proceed through the program at a pace leading to completion within a specified time frame. Note that the criteria for the New York State Tuition Assistance Program satisfactory academic progress differs from the federal.

The table below illustrates the specific requirements needed to receive TAP. It is important to note that the number of credit hours that must be completed and earned depends on the number of TAP payments the student has received, not on the year of enrollment. For more information, visit the NYS HESC website: Home Page | HESC.

State SAP Charts

Four- and Five-Year Baccalaureate for students starting after 2007:

TAP Payment & Points	Min. Total Credits Completed	Min. Credits Pursued Prior Semester[1]	Min. Grade Point Index	Misc. SFC Requirement
1;6	0	0	0.00	
2;12	6	6	1.50	
3;18	15	6	1.80	
4;24	27	9	1.80	
5;30	39	9	2.00	Must have declared a major
6;36	51	12	2.00	Must have declared a major
7;42	66	12	2.00	Must have declared a major
8;48	81	12	2.00	Must have declared a major

[1] Courses must be completed with a grade of A, B, C, D, F or P. Grades of W, WU or X do not demonstrate pursuit of

degree.

Waivers

In extraordinary circumstances (illness, injury, death of a relative, or serious and unanticipated personal problems beyond a student's control), the College may grant a Satisfactory Academic Progress (SAP) waiver. Waivers are available only once during the student's entire undergraduate career. Students who receive an SAP waiver are expected to make up deficiencies and advance to the level necessary to restore eligibility for future semesters. It is important to note in this regard that a waiver merely makes available to prospective aid recipient assistance for which he or she is otherwise ineligible and does not change the total number of semesters of his or her eligibility. Please contact the Office of Student Financial Services for further information. For more information, visit: Satisfactory Academic Progress (SAP) | St. Francis College.

Failing to meet Satisfactory Academic Progress

Students failing to meet Satisfactory Academic Progress standards will lose their financial aid eligibility. They will be notified in writing of their status by the Office of Financial Aid.

Students who are stopped from receiving financial aid can reestablish eligibility by successfully earning the cumulative credits and GPA required for SAP. Neither paying for one's classes nor sitting out a semester is sufficient to reestablish the financial aid eligibility of a student who has failed to meet SAP. If a special or unusual circumstance contributed to a student's lack of satisfactory academic progress, the student may appeal the denial of financial aid. For more information, visit: Office of Financial Aid | St. Francis College.

Appeal Process

The letter of denial from the Office of Financial Aid will describe the appeal process, and a link to the appeal form will be provided. Examples of special or unusual circumstances include personal injury or illness, the death of a relative, or other circumstances deemed appropriate by the institution. The appeal must explain why the student failed to make satisfactory academic progress and what has changed in the situation that will allow the student to make satisfactory academic progress at the next evaluation. The Office of Financial Aid may request additional documentation at any point while evaluating an appeal. Documentation examples include but are not limited to a letter from a doctor, medical care provider, or objective third party (e.g. a minister, social worker, counselor, facilitator, or other professional) that supports the student's situation. The appeal must be submitted to the office of financial aid for evaluation. The college will respond to the appeal in writing within two weeks of receiving the complete appeal.

If the appeal is approved and the college determines that the student should be able to meet cumulative SAP standards by the end of the fall semester, the student may receive aid during the fall semester while on financial aid probation. If the appeal is approved and the college determines that the student will require more than one semester to meet cumulative SAP standards, the college may develop an academic plan specifically for the student and the student may receive aid during the fall semester while on financial aid probation. All students on financial aid probation during the fall semester will have their SAP reevaluated before the spring semester. To remain eligible for financial aid during the spring semester, the student must be meeting cumulative SAP standards or standards specified in their academic plan. The Office of Financial Aid will monitor whether a student met the requirements of their academic plan and will work in conjunction with the Grad Central office for clarification as necessary. Students who fail to make SAP by the end of the fall semester will have their future financial aid eligibility terminated and will be notified in writing by the Office of Financial Aid. As stated previously, students terminated from receiving financial aid can reestablish eligibility by successfully earning the cumulative credits and GPA required for SAP.

If the appeal is denied by the Office of Financial Aid, the student will be notified by email of the decision. This notification will also make the students aware of their opportunity to respond and provide more information and documentation regarding their extenuating circumstances, if applicable. While there is no official appeal deadline, all information should be submitted during the term the student is seeking aid, and not after.

Federal regulations prevent a student from submitting the same appeal two semesters in a row. However, there is no limit to the number of appeals a student can submit if they can document there are new circumstances preventing the student from meeting SAP standards. Similarly, there is no limit to the number of semesters a student can be on financial aid probation if an approved appeal or academic plan is in place and the student continues to make progress toward their degree.

Appeals must be submitted promptly to provide adequate time for review and processing. If an appeal is received after a payment period has ended, you will not be eligible for any Title IV aid in the payment period that has ended, even if the appeal is approved.

You must submit a signed letter of explanation. Be sure to include the nature of the problem, the date the problem occurred, how your studies were affected, and steps you have taken to prevent the problem from occurring again.

Type of appeal

Maximum Timeframe: explain why you have exceeded the number of credits required for graduation from your program of study.

Minimum GPA: explain why you do not have the minimum cumulative GPA of 2.0.

Completion Rate (Pace): explain why you were unable to complete at least 67% of all hours attempted at SFC.

Supporting documentation

Documentation of the extenuating circumstances you described in your statement. Examples might include medical documents, Death/birth certificates, Accident reports, Police reports.

Academic plan

Once you receive notification from your SFC email that your SAP appeal has been conditionally approved, your next step is to create an Academic Plan with the Center of Student Success and submit this to the Office of Financial Aid for review.

Program: Childhood Education (Grades 1-6), Post-Baccalaureate Certificate

Childhood Education (Grades 1-6), Post-Baccalaureate | St. Francis College

Program Overview:

Become a New York State certified teacher with the St. Francis College one-year post-baccalaureate certificate and make a positive impact in our children's development.

Available now online, the Post-Baccalaureate in Childhood Education (Grades 1-6) provides an opportunity for students who have earned a discipline-based bachelor's degree to complete the professional preparation requirements necessary to become a New York State certified teacher.

This one-year full-time, or part-time equivalent, program will prepare you with the knowledge and skills to become an effective teacher and culminates in a supervised teaching practicum in a NYC partner school to gain practical, hands-on experience with a diverse student population. You'll have the opportunity to build relationships with mentor teachers, staff, and administrators, as well as gain other professional knowledge in support of learner success.

Program Learning Objectives:

PLO 1: Teacher candidates demonstrate the ability to recognize the range of individual differences in how students learn and customize instruction to accommodate such diversity.

PLO 2: Teacher candidates demonstrate the ability to develop culturally responsive curriculum and instruction that draws on linguistic and cultural diversity, as well as family background and community values as assets that can be used to promote learning.

PLO 3: Teacher candidates demonstrate the ability to maintain an inclusive learning environment that promotes positive social interactions, acceptance, collaboration, mutual respect, multicultural awareness, an appreciation of diversity, and a concern for others.

PLO 4: Teacher candidates demonstrate an understanding of the central concepts, principles, tools of inquiry, and structures of the disciplinary areas that they teach and create meaningful learning experiences to ensure learner mastery of the content.

PLO 5: Teacher candidates demonstrate the ability to make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

PLO 6: Teacher candidates demonstrate the ability to align lessons with NYS curricular standards for college readiness and successful performance on state-mandated tests.

PLO 7: Teacher candidates demonstrate the ability to use a variety of instructional strategies to engage, motivate; promote critical thinking, self-directed learning, creativity, and collaborative problem solving to extend learners’ understanding of the content areas.

PLO 8: Teacher candidates demonstrate the ability to integrate new technologies across content areas to deliver instruction in meaningful ways and add value to the overall learning experience.

PLO 9: Teacher candidates demonstrate an understanding of the uses, strengths, and limitations of various forms of assessment practices to document learner progress and adjust instruction as needed.
PLO 10: Teacher candidates support the academic, social, and emotional development of all students through dispositions such as acceptance, empathy, caring, fairness, student advocacy, and the belief that all students can learn.
PLO 11: Teacher candidates demonstrate the ability to be self-reflective and use this knowledge to seek critical feedback, enhance their repertoire of teaching skills, and pursue professional development opportunities in the best interest of learners.
PLO 12: Teacher candidates demonstrate the ability to foster positive interactions and collaborate with professional colleagues and school personnel in support of student learning, development, and well-being.

Program Requirements:

Code	Title	Credits
ED-1201	Foundations of Education	3
ED-2020	Educational Psychology	3
SED-2040	Introduction to Special Education	3
CED-2200	Method of Effective Teaching in Inclusive Classroom	3
ED-2100	Assessment and Evaluation	3
ED-3000	Teaching with Technology	3
CED-4300	Methods of Instruction in Beginning Reading (Grades 1-6)	3
ED-4350	Literacy Instruction for English Language Learners	3
ED-4990	Supervised Student Teaching	6
	Total Credits	**30**

Program: Computer Science, M.S.

Computer Science, M.S. | St. Francis College

Program Overview:

The Master of Science in Computer Science is a practice-oriented program that equips students with advanced knowledge in core areas such as programming languages, software engineering, database systems, and algorithm design. The curriculum is designed for both recent graduates and working professionals seeking to deepen their technical expertise and problem-solving skills. Students can tailor their experience by selecting electives in emerging fields such as cybersecurity, analytics, and artificial intelligence. The program culminates in a capstone project, allowing students to apply their skills to real-world challenges and demonstrate mastery of the discipline. Graduates are prepared for leadership roles in industry or for further academic pursuits.

Program Learning Objectives:

PLO 1: Analyze, design, and implement algorithmic solutions for computing problems using appropriate data structures.
PLO 2: Design, implement, test, and evaluate software solutions using development tools to meet specified requirements, demonstrating analytical proficiency in programing languages and adhering to software engineering principles throughout the software development lifecycle.
PLO 3: Demonstrate an understanding of computer organization, architecture, and the interaction between software and hardware components, and operating systems concepts.
PLO 4: Evaluate the ethical, legal, security, and societal challenges in computing; formulate strategies grounded in professional codes of conduct; advocate for responsible computing practices.
PLO 5: An ability to effectively communicate technical concepts in written and oral form with diverse audiences.

Program Requirements:

Code	Title	Credits
CS-6001	Foundations of Programming	3
CS-6002	Computer Organization and Architecture	3
CS-6003	Design and Analysis of Algorithm	3
CS-6004	Programming Languages	3
IT-6004	Principles of Programming Languages	3
IT-6005	Comparative Study of Operating Systems	3
CS-6005	Software Engineering	3
	Select two of the following:	6
IT-6001	Information Systems for Managers	
IT-6002	Systems Analysis and Design	
IT-6003	Computer Network and Security	
BAN-6001	Business Analysis for Managers	
BAN-6003	Data Mining	
BAN-6300	Emerging Issues of Technology in Analytics	
CS-6998/CS-6990 can replace CS-6998 if taken every semester	Capstone Project in Computer Science	3
	Total Credits	**30**

Program: Creative Writing – Fiction, M.F.A.

Creative Writing - Fiction, M.F.A. | St. Francis College

Program Overview:

The program's 10-day residencies are convened twice per year, January 2nd - 12th and July 5th - 15th. Residencies consist of intensive faculty workshops, lectures and daily publishing panels with top agents, editors, and publishers.

During the 6 months in between residencies, students will regularly exchange writing online with their faculty mentors, continuing the work that began in residency. Students will take 4 online workshops and attend 5 residencies to earn 36 credits for their MFA degree. The 5th and final residency will culminate in a creative thesis novel, a chapbook of poetry or a short story collection. This structure reflects the realities of life as a working writer.

Aspiring writers learn how to be productive in their everyday lives with editorial feedback and contact, without giving up their day jobs. Unlike traditional MFA programs that demand full-time commitment, our low-residency model represents the working life of most professionals in the field.

Program Learning Objectives:

PLO 1: Revise and edit creative writing
PLO 2: Demonstrate their personal aesthetic
PLO 3: Generate a body of work worth performance or publication
PLO 4: Develop an understanding of structure as it relates to the short story, novella and novel.
PLO 5: Experiment with a variety of techniques and styles in the art of short and/or long form fiction writing.

Program requirements:

Code	Title	Credits
WRI-7000	Introductory Residency	4
WRI-7210	Intro to MFA Fiction Workshop & Practicum	4
WRI-7020	Intermediate Residency 2	4
WRI-7220	Intermediate MFA Fiction	4
WRI-7030	Intermediate Residency 3	4
WRI-7230	Advanced MFA Workshop & Practicum	4
WRI-7040	Master Residency	4
WRI-7240	Thesis: MFA Fiction Workshop & Practicum	4
WRI-7900	MFA Thesis Residency	4
	Total Credits	**36**

MFA Requirements

All applicants to the program must have a baccalaureate degree from an accredited institution. Applicants will submit a creative writing sample consisting of 25 pages for dramatic writing or 20-25 pages of fiction. Poets will submit up to 20 pages of poetry. The application must also include a statement of purpose.

Program: Creative Writing – Poetry, M.F.A.

Creative Writing - Poetry, MFA | St. Francis College

Program Overview:

The MFA in Creative Writing - Poetry is an intensive graduate program designed to support the development of poets through a combination of immersive residencies, workshop-based learning, and independent creative work. The program provides students with the opportunity to refine their poetic voice, deepen their understanding of poetic craft, and engage critically with contemporary and historical poetry.

Through a sequence of residencies and poetry workshops, students participate in close readings, peer critiques, and guided discussions that strengthen their ability to write, revise, and analyze poetry. The curriculum encourages experimentation with form, language, and style while fostering a supportive creative community.

As students progress through the program, they develop a substantial body of original work that culminates in a thesis manuscript of poetry. Graduates of the program emerge with advanced writing skills, a deeper appreciation of literary traditions, and the ability to contribute meaningfully to contemporary poetic and literary communities.

Program Learning Objectives:

PLO 1: Revise and edit creative writing
PLO 2: Demonstrate their personal aesthetic
PLO 3: Generate a body of work worth performance or publication
PLO 4: Enhance their understanding of poetry as a dialogue, a conversation that takes place within a theoretical, historical and literary context, and occurs both between author and reader and between poets both past and present.
PLO 5: Learn the art and science of poetic practices. These practices include working within both received form and free verse, mastering the use of meter and rhyme, developing writing strategies, and workshopping.

Program Requirements:

Code	Title	Credits
WRI-7010	Introductory Residency	4
WRI-7310	Intro to MFA Poetry Workshop & Practicum	4
WRI-7020	Intermediate Residency 2	4
WRI-7320	Intermediate MFA Poetry Workshop & Practicum	4
WRI-7030	Intermediate Residency 3	4
WRI-7330	Advanced MFA Workshop & Practicum	4
WRI-7040	Master Residency	4
WRI-7240	Thesis: MFA Poetry Workshop & Practicum	4
WRI-7900	MFA Thesis Residency	4
	Total Credits	**36**

MFA Requirements

All applicants to the program must have a baccalaureate degree from an accredited institution. Applicants will submit a creative writing sample consisting of 25 pages for dramatic writing or 20-25 pages of fiction. Poets will submit up to 20 pages of poetry. The application must also include a statement of purpose.

Program: Creative Writing - Graphic Writing, M.F.A.

Creative Writing - Graphic Writing, MFA | St. Francis College

Program Overview:

The MFA in Creative Writing - Graphic Writing is an immersive graduate program designed to support the artistic and professional development of writers and visual storytellers through a combination of intensive residencies, workshop-based collaboration, and independent creative practice.

The program provides students with the opportunity to develop compelling narratives that integrate text and visual elements, while deepening their understanding of storytelling, character development, pacing, and graphic composition. Through creative workshops, peer critiques, and guided discussions, students refine their ability to craft original graphic narratives, comics, scripts, and illustrated works that engage diverse audiences.

The curriculum encourages experimentation with narrative structure, visual language, and interdisciplinary approaches while fostering a collaborative and innovative creative community. As students progress through the program, they produce a substantial body of original work that culminates in a final thesis project combining literary and visual storytelling. Graduates emerge with advanced creative and critical-thinking skills, a strong understanding of contemporary graphic literature and visual culture, and the ability to contribute meaningfully to publishing, media, education, and the broader creative arts industry.

Program Learning Objectives:

PLO 1: Revise and edit creative writing
PLO 2: Demonstrate their personal aesthetic
PLO 3: Generate a body of work worth performance or publication
PLO 4: Students will diagram the formatting standards of writing graphic novels via direct instructions and selected textbooks.
PLO 5: Students will prepare for the rigorous practices of entering professional creative fields.

Program Requirements:

Code	Title	Credits
WRI-7010	Introductory Residency	4
WRI-7310	Intro to MFA Graphic Writing Workshop & Practicum	4
WRI-7020	Intermediate Residency 2	4
WRI-7320	Intermediate MFA Graphic Writing Workshop & Practicum	4
WRI-7030	Intermediate Residency 3	4
WRI-7330	Advanced MFA Workshop & Practicum	4
WRI-7040	Master Residency	4
WRI-7240	Thesis: MFA Graphic Writing Workshop & Practicum	4
WRI-7900	MFA Thesis Residency	4
	Total Credits	**36**

MFA Requirements

All applicants to the program must have a baccalaureate degree from an accredited institution. Applicants will submit a creative writing sample consisting of 25 pages for dramatic writing or 20-25 pages of fiction. Poets will submit up to 20 pages of poetry. The application must also include a statement of purpose.

Program: Creative Writing - Nonfiction Track

Creative Writing - Nonfiction Writing, M.F.A. | St. Francis College

Program Overview:

The MFA in Creative Writing - Nonfiction is an advanced graduate program designed to develop skilled writers of literary nonfiction through intensive workshops, residencies, and independent writing projects.

The program focuses on the craft of nonfiction storytelling, including memoirs, personal essays, narrative journalism, and creative nonfiction. Students refine their writing through close reading, critical discussion, and guided revision while exploring techniques such as voice, structure, research, and narrative development.

The curriculum encourages both creative exploration and rigorous analytical thinking, culminating in the completion of a thesis manuscript that reflects the student's distinctive voice and mastery of nonfiction craft. Graduates of the program are prepared to contribute to literary, cultural, and professional communities through compelling nonfiction writing and storytelling.

Program Learning Objectives:

PLO 1: Revise and edit creative writing
PLO 2: Demonstrate their personal aesthetic
PLO 3: Generate a body of work worth performance or publication
PLO 4: Diagram structure as it relates to the essay, memoir, article, op-ed, narrative podcase script, nonfiction video segment script, and all other forms of writing that involve reported fact.
PLO 5: Practice techniques of reporting and research.

Program Requirements:

Code	Title	Credits
WRI-7010	Introductory Residency	4
WRI-7310	Intro to MFA Nonfiction Workshop & Practicum	4
WRI-7020	Intermediate Residency 2	4
WRI-7320	Intermediate MFA Nonfiction Workshop & Practicum	4
WRI-7030	Intermediate Residency 3	4
WRI-7330	Advanced MFA Workshop & Practicum	4
WRI-7040	Master Residency	4
WRI-7240	Thesis: MFA Nonfiction Workshop & Practicum	4
WRI-7900	MFA Thesis Residency	4
	Total Credits	**36**

MFA Requirements

All applicants to the program must have a baccalaureate degree from an accredited institution. Applicants will submit a creative writing sample consisting of 25 pages for dramatic writing or 20-25 pages of fiction. Poets will submit up to 20 pages of poetry. The application must also include a statement of purpose.

Program: Creative Writing – Screenwriting and Playwriting, M.F.A.

Creative Writing - Screenwriting and Playwriting, M.F.A. | St. Francis College

Program Overview:

The MFA in Creative Writing - Screenwriting and Playwriting is an advanced graduate program designed to develop skilled writers of dramatic works for stage and screen. Through a sequence of immersive residencies and intensive writing workshops, students explore the craft of dramatic storytelling, including character development, dialogue, narrative structure, and visual storytelling.

The program encourages experimentation with different dramatic forms while providing close mentorship, peer critique, and opportunities for sustained creative practice. Students refine their scripts through multiple stages of drafting and revision while engaging critically with contemporary and historical works in theatre and film.

The curriculum culminates in the completion of a thesis project consisting of an original screenplay or stage play that demonstrates the student's mastery of dramatic writing. Graduates of the program emerge with advanced storytelling skills and a strong foundation for contributing to the film, television, theatre, and broader creative industries

Program Learning Objectives:

PLO 1: Revise and edit creative writing
PLO 2: Demonstrate their personal aesthetic
PLO 3: Generate a body of work worth performance or publication
PLO 4: Develop through writing exercises, script-in-hand readings and classroom critiques, the art of dramatic writing incorporating theater, film and other modes of writing for performance.
PLO 5: Gain a thorough understanding of the concepts of action, character, voice; and mood, atmosphere and setting, and their function in advancing dramatic narrative.

Program Requirements:

Code	Title	Credits
WRI-7010	Introductory Residency	4
WRI-7310	Intro to MFA Playwrighting Workshop & Practicum	4
WRI-7020	Intermediate Residency 2	4
WRI-7320	Intermediate MFA Playwrighting Workshop & Practicum	4
WRI-7030	Intermediate Residency 3	4
WRI-7330	Advanced MFA Playwrighting Workshop & Practicum	4
WRI-7040	Master Residency	4
WRI-7240	Thesis: MFA Playwrighting Workshop & Practicum	4
WRI-7900	MFA Thesis Residency	4
	Total Credits	**36**

MFA Requirements

All applicants to the program must have a baccalaureate degree from an accredited institution. Applicants will submit a creative writing sample consisting of 25 pages for dramatic writing or 20-25 pages of fiction. Poets will submit up to 20 pages of poetry. The application must also include a statement of purpose.

Program: Cybersecurity and Critical Infrastructure, M.S.

Cybersecurity & Critical Infrastructure, M.S. | St. Francis College

Program Overview:

The Master of Science in Cybersecurity is a practice-oriented program that prepares students for advanced professional roles in protecting critical infrastructure, transportation systems, financial services, cloud environments, and supply chains. The curriculum integrates security engineering, regulatory compliance, leadership, and emerging technologies through hands-on laboratories, simulations, and applied projects. Students gain in-depth technical expertise in security operations, industrial control systems protection, cloud security architecture, and risk management frameworks aligned with national standards and regulatory guidance. The program culminates in a capstone project that enables students to apply their skills to real-world cybersecurity challenges and demonstrate mastery of professional practice. Graduates are prepared for leadership roles in security operations centers, cyber risk management teams, and public-interest technology initiatives.

Program Learning Objectives:

PLO 1: Implement comprehensive cybersecurity programs aligned with TSA directives.
PLO 2: Design and manage security architecture for critical infrastructure.
PLO 3: Develop incident response and threat management strategies.
PLO 4: Apply risk management frameworks to complex systems.
PLO 5: Lead cross-functional security teams and initiatives.

Program Requirements:

Code	Title	Credits
CYB-6000	Critical Infrastructure Security Foundations	3
CYB-6011	TSA/CISA Compliance and Risk Management	3
CYB-6012	Threat Detection and Incident Response	3
CYB-6001	Security Architecture for Critical Systems	3
CYB-6010	Cyber Security Leadership and Strategy	3
	Select four of the following courses:	12
CYB-6100	Transportation Systems Cybersecurity	
CYB-6101	Financial Services Security	
CYB-6103	Industrial Control Systems Security	
CYB-6104	Supply Chain Security Management	
CYB-6105	Emerging Technologies in Critical Infrastructure	
CYB-6998/ CYB-6990 can replace CS-6998 if taken every semester	Critical Infrastructure Protection Capstone	3
	Total Credits	**30**

Program: Early Childhood Education, M.S.

Early Childhood Education, M.S. | St. Francis College

Program Overview:

The Master's Degree in Early Childhood Education is designed to prepare New York State certified teachers of Early Childhood (Birth-Grade 2). Students receive preparation in the foundations of early childhood education, methods of instruction in the early childhood classroom, including coursework that focuses specifically on methods of teaching early literacy, science, mathematics, play, music, and movement. Students are also given the opportunity to engage in "teacher as researcher" experiences.

In addition, the curriculum is designed to provide students with critical skills through fieldwork experience and meaningful hands-on opportunities to apply theory to practice; develop skills such as effective communication, the designing and conducting of needs assessment, the implementing of principles of teaching and learning; the selection of appropriate instructional materials, and the principles of protocol and ethics.

Note: The M.S. in Early Childhood program is open to individuals who have a bachelor's degree from an accredited institution of higher education and a GPA of 3.0. Applicants will be expected to possess the appropriate number of liberal arts and sciences credits as determined by New York State's most updated regulations (generally 6 credits in English, 6 credits in History/Social Studies, 6 credits in the sciences, and 6 credits in mathematics) plus a concentration or the equivalent in the liberal arts and sciences, and may have to take additional coursework in the liberal arts and sciences if deficient.

Program Learning Objectives:

PLO 1: Teacher candidates demonstrate the ability to recognize the range of individual differences in how students learn and customize instruction to accommodate such diversity.
PLO 2: Teacher candidates demonstrate the ability to develop culturally responsive curriculum and instruction that draws on linguistic and cultural diversity, as well as family background and community values as assets that can be used to promote learning.
PLO 3: Teacher candidates demonstrate the ability to maintain an inclusive learning environment that promotes positive social interactions, acceptance, collaboration, mutual respect, multicultural awareness, an appreciation of diversity, and a concern for others.
PLO 4: Teacher candidates demonstrate an understanding of the central concepts, principles, tools of inquiry, and structures of the disciplinary areas that they teach and create meaningful learning experiences to ensure learner mastery of the content.

PLO 5: Teacher candidates demonstrate the ability to make content knowledge relevant to learners by connecting it to local, state, national, and global issues.
PLO 6: Teacher candidates demonstrate the ability to align lessons with NYS curricular standards for college readiness and successful performance on state-mandated tests.
PLO 7: Teacher candidates demonstrate the ability to use a variety of instructional strategies to engage, motivate; promote critical thinking, self-directed learning, creativity, and collaborative problem solving to extend learners' understanding of the content areas.
PLO 8: Teacher candidates demonstrate the ability to integrate new technologies across content areas to deliver instruction in meaningful ways and add value to the overall learning experience.
PLO 9: Teacher candidates demonstrate an understanding of the uses, strengths, and limitations of various forms of assessment practices to document learner progress and adjust instruction as needed.
PLO 10: Teacher candidates support the academic, social, and emotional development of all students through dispositions such as acceptance, empathy, caring, fairness, student advocacy, and the belief that all students can learn.
PLO 11: Teacher candidates demonstrate the ability to be self-reflective and use this knowledge to seek critical feedback, enhance their repertoire of teaching skills, and pursue professional development opportunities in the best interest of learners.
PLO 12: Teacher candidates demonstrate the ability to foster positive interactions and collaborate with professional colleagues and school personnel in support of student learning, development, and well-being.

Program Requirements:

Code	Title	Credits
EC-6000	Methods of Instruction in ECE	3
EC-6001	Teaching Early Literacy	3
EC-6002	Music & Movement in ECE	3
EC-6003	Curriculum and Assessment in ECE	3
EC-6004	Science Inquiry and Mathematics in ECE	3
EC-6005	Teachers as Researcher	3
EC-6990	Student Teaching in ECE	3
SED-6101	Child Growth and Development	3
SED-6000	Foundations of Special Education	3
SED-6301	Literacy Interventions for English Language Learners	3
	Student Teaching-ECE (40 days)	6
	Total Credits	**36**

Program: Exercise and Sports Science, M.S.

Exercise and Sport Science, M.S. | St. Francis College

Program Overview:

The Master of Science in Exercise and Sport Science program prepares students who are committed to affecting changes in the health and fitness industries and who take a holistic approach to exercise, wellness and fitness. Students gain a strong foundation in the science of human performance, practical training and assessment skills, research experience, and preparation for careers in sport, health, and fitness.

Program Learning Objectives:

PLO 1: Design and institute exercise and wellness assessment and maintenance programs which maximize compliance, motivation, technology, and prevents injury and illness.
PLO 2: Use qualitative and quantitative reasoning and evidence, synthesizing information from a variety of origins to methodically and systematically solve problems and develop intervention in the human movement domain.
PLO 3: Apply analytical and critical thinking to advance exercise and wellness initiatives for individuals, families, businesses, communities, and other health care professionals in the delivery of care.
PLO 4: Apply fundamental movement principles and demonstrate an applied understanding of the form and function of the human body.
PLO 5: Communicate effectively in ways that are congruent with situational needs, orally and in writing with lay and professional audiences.

Program Requirements:

Code	Title	Credits
EXM-6010	Applied Research	3
EXM-6020	Exercise and Sport Nutrition	3
EXM-6030	Leadership: Theory and Practice	3
EXM-6120	Principles of Strength and Conditioning	3
	Select four EXM courses	12
EXM-6990	Practicum: Exercise and Sports Science	3
EXM-6998	Capstone: Human Movement	6
	Total Credits	**33**

Program: Forensic Science and Criminal Justice, M.S.

Forensic Science and Criminal Justice, M.S. | St. Francis College

Program Overview:

The field of Forensic Science and Criminal Justice is rapidly growing, and the proposed program is distinctive for its focus on the justice system's increasing reliance on scientific evidence and on ongoing reform efforts. With an interdisciplinary design and strong emphasis on practical skills, the program will prepare graduates for careers in forensic laboratories, law enforcement agencies, judicial systems, research institutions, and academia, meeting the rising demand for professionals who can bridge law enforcement, science, and policy. Offered full-time (with a part-time option for working professionals) and totaling 37–40 credits, the program aims to enhance the College's profile, attract international students, and strengthen the justice system by training skilled practitioners. The program anticipates initial lab-related costs and periodic curriculum updates to keep pace with evolving technologies. It will meet the requirements of the national higher education regulatory body. SFC already sustains a strong pipeline: approximately 5% of undergraduates major in Criminal Justice, indicating internal demand for an advanced pathway. In addition, the program's STEM designation increases its appeal to international candidates pursuing science-driven justice careers. Global trends point to sustained demand for advanced forensic analysis as crime, cybercrime, and terrorism evolve in scope and sophistication. Rapid advances in digital forensics, DNA technologies, and criminal data analytics are reshaping practice, while deeper collaboration between forensic scientists and the criminal justice system—from laboratories to courts—is accelerating innovation and impact. Our program is designed to leverage these shifts by preparing graduates who can operate at the intersection of science, technology, and law. The demand for forensic experts is rising nationally, regionally, and internationally. A persistent shortage of qualified professionals in government and private laboratories is creating opportunities across law enforcement, homeland security, forensic accounting, and criminal investigations.

Program Learning Objectives:

PLO 1: Synthesize best practices and knowledge of Criminal Justice organization literature.
PLO 2: Apply solutions to leadership challenges in the justice organization context.
PLO 3: Evaluate theoretical and applied research in the context of Criminal Justice Organizations
PLO 4: Integrate forensic science methods and legal standards to the design of evidence-based interventions and policies for criminal justice organizations
PLO 5: Communicate complex forensic and organizational findings clearly to diverse stakeholders—ensuring accuracy, ethical integrity, and legal admissibility.

Program requirements:

Code	Title	Credits
FCJ-6001	Advanced Forensic Biology and DNA Analysis	3
FCJ-6002	Forensic Chemistry and Toxicology	3
FCJ-6003	Crime Scene Investigation and Reconstruction	3
FCJ-6004	Criminal Law and Procedure	3
FCJ-6005	Criminological Theories and Research Methods	3
FCJ-6007	Ethics in Forensic Science and Criminal Justice	3
	Select three of the following:	9
FCJ-6100	Digital and Cyber Forensics	
FCJ-6102	Forensic Psychology	
FCJ-6103	Forensic Accounting and Fraud Investigation	
FCJ-6104	Terrorism and Homeland Security Studies	
FCJ-6105	Human Rights and Criminal Justice Policy	
FCJ-6998	Capstone project in partnership with forensic labs, law enforcement, or judiciary	1
FCJ-6990	Supervised Practicum	3
	Total Credits	**31**

Program: General Psychology, M.A.

General Psychology, M.A. | St. Francis College

Program Overview:

The Master of Arts degree in Psychology at St. Francis College can open the door to many career opportunities. Students who obtain advanced degrees in psychology work in business, education, and law, as well as in the diverse field of human services. This Psychology graduate degree will prepare students for careers in the human services field or for further advanced study in psychology (e.g., Ph.D. programs). We expect our graduates to be prepared for entrance into mid-level management careers as behavior management specialists, working within human service agencies, human resources, government programs, and health programs, to name but a few potential career tracks. The program includes foundational courses such as assessment and intervention, professional and ethical procedures, experimental design, cross-cultural and diversity studies, and cognitive neuroscience. During the second year, students will be provided with the opportunity to gain valuable research experience through the completion of a master's thesis.

Program Learning Objectives:

PLO 1: Discuss psychological processes, assessment, counseling, and diagnostic and cultural diversity with an advanced understanding.
PLO 2: Apply responsible and ethical conduct in the context of clinical and applied research settings.
PLO 3: Integrate their conceptual and applied training through research or practicum experience in their chosen area of interest.

Program Requirements:

Code	Title	Credits
PSY-6205	Behavioral Perspectives in Learning and Motivation	3
PSY-6207	Psychological Assessment and Diagnosis	3
PSY-6213	Group Theory and Counseling	3
PSY-6233	Psychological Aspects of Disabilities	3
PSY-6360	Cognitive Neuroscience	3
PSY-6380	Psychology of Diversity Motivation	3
PSY-6401	Foundations of Counseling Theory and Clinical Assessment	3
PSY-7012	Behavioral Assessment and Intervention	3
PSY-7101	Professional Issues and Ethics	1
PSY-7330	Adv. Experimental Methods & Statistics	3
PSY-7400	Graduate Seminar	2
PSY-7998	Supervised Thesis I	3
PSY-7999	Supervised Thesis II	3
	Total Credits	**36**

Program: Literacy (All Grades), M.S.

Literacy (All Grades), M.S. | St. Francis College

Program Overview:

The Master's Degree in Literacy is designed to prepare New York State certified teachers of Literacy (All Grades). Students receive preparation in pedagogical foundations, literacy and literature for children and young adults, literacy instruction and assessment, and the diagnosis and remediation of reading challenges. Coursework is grounded in the research on the science of reading.

In addition, the curriculum is designed to provide students with critical skills through fieldwork experience and meaningful hands-on opportunities to apply theory to practice; develop skills such as effective communication, the designing and conducting of needs assessment, the implementing of principles of teaching and learning; the selection of appropriate instructional materials, and the principles of protocol and ethics.

The M.S. in Literacy program is open to individuals who have a bachelor's degree from an accredited institution of higher education and a GPA of 3.0, as well as Initial Certification in another teaching area conferred or closely pending. Applicants will be expected to possess the appropriate number of liberal arts and sciences credits as determined by New York State's most updated regulations.

Program Learning Objectives:

PLO 1: Teacher candidates demonstrate the ability to recognize the range of individual differences in how students learn and customize instruction to accommodate such diversity.

PLO 2: Teacher candidates demonstrate the ability to develop culturally responsive curriculum and instruction that draws on linguistic and cultural diversity, as well as family background and community values as assets that can be used to promote learning.

PLO 3: Teacher candidates demonstrate the ability to maintain an inclusive learning environment that promotes positive social interactions, acceptance, collaboration, mutual respect, multicultural awareness, an appreciation of diversity, and a concern for others.

PLO 4: Teacher candidates demonstrate an understanding of the central concepts, principles, tools of inquiry, and structures of the disciplinary areas that they teach and create meaningful learning experiences to ensure learner mastery of the content.

PLO 5: Teacher candidates demonstrate the ability to make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

PLO 6: Teacher candidates demonstrate the ability to align lessons with NYS curricular standards for college readiness and successful performance on state-mandated tests.

PLO 7: Teacher candidates demonstrate the ability to use a variety of instructional strategies to engage, motivate; promote critical thinking, self-directed learning, creativity, and collaborative problem solving to extend learners' understanding of the content areas.
PLO 8: Teacher candidates demonstrate the ability to integrate new technologies across content areas to deliver instruction in meaningful ways and add value to the overall learning experience.
PLO 9: Teacher candidates demonstrate an understanding of the uses, strengths, and limitations of various forms of assessment practices to document learner progress and adjust instruction as needed.
PLO 10: Teacher candidates support the academic, social, and emotional development of all students through dispositions such as acceptance, empathy, caring, fairness, student advocacy, and the belief that all students can learn.
PLO 11: Teacher candidates demonstrate the ability to be self-reflective and use this knowledge to seek critical feedback, enhance their repertoire of teaching skills, and pursue professional development opportunities in the best interest of learners.
PLO 12: Teacher candidates demonstrate the ability to foster positive interactions and collaborate with professional colleagues and school personnel in support of student learning, development, and well-being.

Program Requirements:

Code	Title	Credits
SED-6101	Childhood Growth and Development	3
SED-6000	Foundations of Special Education	3
ED-6002	Literature for Children	3
ED-6003	Literature for Young Adults	3
ED-6001	Foundations of Education	3
ED-6004	Literacy Instruction and Assessment	3
SED-6301	Literacy Interventions for English Language Learners	3
ED-6005	Literacy Diagnosis and Remediation	3
ED-6006	Literature in the Content Area	3
ED-6990	Literacy Practicum (50 Hours in Two Different Grade Bands: P-4 AND 5-12)	3
	Total Credits	**30**

Program: Management, Concentration in Project Management, M.S.

Management, Concentration in Project Management, M.S. | St. Francis College

Program Overview:

The Project Management concentration equips students with the tools to successfully plan, execute, and lead projects across a wide range of industries. You will develop practical skills in project planning, risk management, resource allocation, budgeting, and team leadership while learning to navigate the challenges of complex projects. Through real-world applications and industry best practices, you will gain the knowledge needed to deliver projects efficiently, meet organizational objectives, and lead teams to achieve results on time and within budget.

Program Learning Outcomes:

PLO 1: Demonstrate an understanding of, and evaluate the appropriate use of management processes, concepts, and methodologies.
PLO 2: Examine professional ethics considering legal, organizational, and societal responsibilities. Integrate ethical thinking into all aspects of decision making.
PLO 3: Discuss the significant influences of management in personal, organizational, and societal contexts while articulating the challenges and benefits of managing business activities in a global and diverse world.
PLO 4: Communicate effectively in written and oral form with a range of audiences to present ideas, decisions, and recommendations on business issues.
PLO 5: Apply core project management terms, concepts, and processes. Explain how project management integrates cross-functional teams organizationally and creates value for customers while adding competitive advantage for organizations.

Program Requirements:

Code	Title	Credits
ACC-6650	Accounting for Managers	3
BAN-6001	Business Analytics for Managers	3
FIN-6001	Corporate Finance	3
MGT-6001	Organization and Strategy	3
MKT-6001	Marketing for Managers	3
IT-6001	Information Systems for Managers	3
MGT-6998/MGT-6990 taken each semester can substitute for 6998	Capstone Project	3
PM-6000	Fundamentals of Project Management	3
PM-6010	Project Risk Management	3
PM-6020	Finance for Project Managers	3
PM-6030	Optimizing Project Management Teams	3
	Total Credits	**33**

Program: Management, Concentration in Information Technology, M.S.

Management, Concentration in Information Technology, M.S. | St. Francis College

Program Overview:

The Master of Science in Information Technology program prepares students to become forward-thinking technology leaders who can effectively bridge business strategy and technical innovation. Through a combination of theoretical knowledge and practical application, students develop the skills needed to manage complex information systems, strengthen cybersecurity practices, and design technology-driven solutions that enhance organizational performance. The program integrates key areas such as project management, data analytics, and systems design, enabling students to understand how technology supports decision-making and operational efficiency. By emphasizing both strategic thinking and technical expertise, the curriculum equips graduates with the versatility and leadership skills required to succeed in today's rapidly evolving digital economy.

Program Learning Outcomes:

PLO 1: Demonstrate an understanding of, and evaluate the appropriate use of management processes, concepts, and methodologies.
PLO 2: Examine professional ethics considering legal, organizational, and societal responsibilities. Integrate ethical thinking into all aspects of decision making.
PLO 3: Discuss the significant influences of management in personal, organizational, and societal contexts while articulating the challenges and benefits of managing business activities in a global and diverse world.
PLO 4: Communicate effectively in written and oral form with a range of audiences to present ideas, decisions, and recommendations on business issues.
PLO 5: Apply core information technology terms, concepts, and processes. Explain how information technology integrates cross-functional teams organizationally and creates value for customers while adding competitive advantage for organizations.

Program Requirements:

Code	Title	Credits
ACC-6650	Accounting for Managers	3
BAN-6001	Business Analytics for Managers	3
FIN-6001	Corporate Finance	3
MGT-6001	Organization and Strategy	3
MKT-6001	Marketing for Managers	3
IT-6001	Information Systems for Managers	3
MGT-6998/MGT-6990 taken each semester can substitute for 6998	Capstone Project	3
PM-6000	Fundamentals of Project Management	3
IT-6002	Systems Analysis and Design	3
IT-6003	Computer Networks and Security	3
BAN-6300	Emerging Issues of Technology in Analytics	3
	Total Credits	**33**

Program: Management, Concentration in Business Analytics, M.S.

Management, Concentration in Business Analytics, M.S. | St. Francis College

Program Overview:

The Business Analytics concentration prepares students to transform data into actionable insights that support strategic decision-making and drive organizational success. You will develop expertise in predictive modeling, data mining, data visualization, and business intelligence tools while learning how to analyze complex datasets and identify meaningful trends. Through hands-on experience with emerging technologies and analytics techniques, you'll gain the skills to solve real-world business challenges, optimize performance, and make data-driven decisions that create value across a variety of industries.

Program Learning Outcomes:

PLO 1: Demonstrate an understanding of, and evaluate the appropriate use of management processes, concepts, and methodologies.
PLO 2: Examine professional ethics considering legal, organizational, and societal responsibilities. Integrate ethical thinking into all aspects of decision making.
PLO 3: Discuss the significant influences of management in personal, organizational, and societal contexts while articulating the challenges and benefits of managing business activities in a global and diverse world.
PLO 4: Communicate effectively in written and oral form with a range of audiences to present ideas, decisions, and recommendations on business issues.
PLO 5: Employ advanced knowledge including methods, technology, skills, and values in their fields to critically interpret and utilize information.

Program Requirements:

Code	Title	Credits
ACC-6650	Accounting for Managers	3
BAN-6001	Business Analytics for Managers	3
FIN-6001	Corporate Finance	3
MGT-6001	Organization and Strategy	3
MKT-6001	Marketing for Managers	3
IT-6001	Information Systems for Managers	3
MGT-6998/MGT-6990 taken each semester can substitute for 6998	Capstone Project	3
PM-6000	Fundamentals of Project Management	3
BAN-6002	Predictive Analytics	3
BAN-6003	Data Mining	3
BAN-6300	Emerging Issues of Technology in Analytics	3
	Total Credits	**33**

Program: Management, Concentration in Digital Marketing, M.S.

Management, Concentration in Digital Marketing, M.S. | St. Francis College

Program Overview:

Digital Marketing concentration prepares students to develop and execute effective marketing strategies in today's fast-paced, digital-first marketplace. You will gain practical experience in digital campaign planning, social media marketing, content creation, branding, search engine optimization (SEO), and consumer engagement. By exploring consumer behavior, market trends, and data-driven marketing techniques, you'll learn how to build strong brand presence, connect with target audiences, and create impactful campaigns that drive business growth and long-term customer relationships.

Program Learning Outcomes:

PLO 1: Demonstrate an understanding of, and evaluate the appropriate use of management processes, concepts, and methodologies.
PLO 2: Examine professional ethics considering legal, organizational, and societal responsibilities. Integrate ethical thinking into all aspects of decision making.
PLO 3: Discuss the significant influences of management in personal, organizational, and societal contexts while articulating the challenges and benefits of managing business activities in a global and diverse world.
PLO 4: Communicate effectively in written and oral form with a range of audiences to present ideas, decisions, and recommendations on business issues.
PLO 5: Apply core marketing terms, concepts, and processes. Explain how digital marketing creates value for customers while adding competitive advantage for organizations.

Program Requirements:

Code	Title	Credits
ACC-6650	Accounting for Managers	3
BAN-6001	Business Analytics for Managers	3
FIN-6001	Corporate Finance	3
MGT-6001	Organization and Strategy	3
MKT-6001	Marketing for Managers	3
IT-6001	Information Systems for Managers	3
MGT-6998/MGT-6990 taken each semester can substitute for 6998	Capstone Project	3
MKT-6002	Digital Marketing	3
MKT-6003	Digital Brand Marketing	3
MKT-6317	Consumer Behavior	3
PM-6000	Fundamentals of Project Management	3
	Total Credits	**33**

Program: Management, Concentration in Health Care, M.S.

Management, Concentration in Health Care, M.S. | St. Francis College

Program Overview:

The Health Care Management concentration prepares students to lead, manage, and innovate in one of today's fastest growing and most dynamic industries. You will gain a strong understanding of the U.S. health care system, health care finance, policy, and organizational leadership while exploring the challenges facing providers, insurers, and patients. Through the study of strategic management, quality improvement, and ethical decision-making, you'll develop the skills to improve patient outcomes, enhance organizational performance, and lead teams in an evolving health care environment.

Program Learning Outcomes:

PLO 1: Demonstrate an understanding of, and evaluate the appropriate use of management processes, concepts, and methodologies.
PLO 2: Examine professional ethics considering legal, organizational, and societal responsibilities. Integrate ethical thinking into all aspects of decision making.
PLO 3: Discuss the significant influences of management in personal, organizational, and societal contexts while articulating the challenges and benefits of managing business activities in a global and diverse world.
PLO 4: Communicate effectively in written and oral form with a range of audiences to present ideas, decisions, and recommendations on business issues.
PLO 5: Apply core health care management terms, concepts, and processes. Explain how management integrates functional areas of health care organizationally and creates value for customers while adding competitive advantage for organizations.

Program Requirements:

Code	Title	Credits
ACC-6650	Accounting for Managers	3
BAN-6001	Business Analytics for Managers	3
FIN-6001	Corporate Finance	3
MGT-6001	Organization and Strategy	3
MKT-6001	Marketing for Managers	3
IT-6001	Information Systems for Managers	3
MGT-6998/MGT-6990 taken each semester can substitute for 6998	Capstone Project	3
HC-6001	US Health Care Delivery and Markets	3
HC-6002	Leadership and Innovation in Health Care	3
HC-6003	Health Care Finance and Reimbursement	3
HC-6004	Special Topics in Health Care	3
	Total Credits	**33**

Program: Management, Concentration in Business Management, M.S.

Management, Concentration in Business Management, M.S. | St. Francis College

Program Overview:

The Business Management concentration strengthens leadership, organizational, and decision-making skills for students aiming to excel in management roles across a variety of industries. Students learn how to optimize team performance, manage organizational change, improve operations, and address strategic challenges in today's evolving business environment. Through practical coursework in leadership, communication, problem-solving, and strategic planning, students develop the ability to guide teams, support organizational goals, and make informed decisions that drive long-term business success.

Program Learning Outcomes:

PLO 1: Demonstrate an understanding of, and evaluate the appropriate use of management processes, concepts, and methodologies.
PLO 2: Examine professional ethics considering legal, organizational, and societal responsibilities. Integrate ethical thinking into all aspects of decision making.
PLO 3: Discuss the significant influences of management in personal, organizational, and societal contexts while articulating the challenges and benefits of managing business activities in a global and diverse world.
PLO 4: Communicate effectively in written and oral form with a range of audiences to present ideas, decisions, and recommendations on business issues.
PLO 5: Apply core management terms, concepts, and processes. Explain how management integrates functional areas of business organizationally and creates values for customers while adding competitive advantage for organizations.

Program Requirements:

Code	Title	Credits
ACC-6650	Accounting for Managers	3
BAN-6001	Business Analytics for Managers	3
FIN-6001	Corporate Finance	3
MGT-6001	Organization and Strategy	3
MKT-6001	Marketing for Managers	3
IT-6001	Information Systems for Managers	3
MGT-6998/MGT-6990 taken each semester can substitute for 6998	Capstone Project	3
PM-6000	Fundamentals of Project Management	3
PM-6030	Optimizing Project Management Teams	3
MGT-6002	Special Topics in Organizational Management	3
MGT-6003	Organizational Development and Change Management	3
	Total Credits	**33**

Program: Management, Concentration in Social Innovation and Entrepreneurship, M.S.

Management, Concentration in Social Innovation and Entrepreneurship, M.S. | St. Francis College

Program Overview:

The Social Innovation & Entrepreneurship concentration empowers students to develop mission-driven businesses and organizations that create both social impact and economic value. Students learn how to identify societal challenges, develop innovative solutions, and launch and manage ventures that address community needs while achieving sustainable growth. Through coursework in entrepreneurship, innovation, strategic planning, and social enterprise, students gain the skills to build purpose-driven organizations, secure resources, measure impact, and lead initiatives that create meaningful and lasting change.

Program Learning Outcomes:

PLO 1: Demonstrate an understanding of, and evaluate the appropriate use of management processes, concepts, and methodologies.
PLO 2: Examine professional ethics considering legal, organizational, and societal responsibilities. Integrate ethical thinking into all aspects of decision making.
PLO 3: Discuss the significant influences of management in personal, organizational, and societal contexts while articulating the challenges and benefits of managing business activities in a global and diverse world.
PLO 4: Communicate effectively in written and oral form with a range of audiences to present ideas, decisions, and recommendations on business issues.
PLO 5: Apply core entrepreneurship terms, concepts, and processes. Explain how management integrates functional areas of social impact business organizationally and creates value for customers and society while adding competitive advantage for organizations.

Program Requirements:

Code	Title	Credits
ACC-6650	Accounting for Managers	3
BAN-6001	Business Analytics for Managers	3
FIN-6001	Corporate Finance	3
MGT-6001	Organization and Strategy	3
MKT-6001	Marketing for Managers	3
IT-6001	Information Systems for Managers	3
MGT-6998/MGT-6990 taken each semester can substitute for 6998	Capstone Project	3
ENT-6770	Foundations of Social Innovation and Entrepreneurship	3
ENT-6771	Social Change through Impact and Mission Driven Businesses	3
ENT-6772	Social Value: Creation, Funding, and Measurement	3
PM-6000	Fundamentals of Project Management	3
	Total Credits	**33**

Program: Professional Accountancy, M.S.

Professional Accountancy, M.S. | St. Francis College

Program Overview:

The Master of Science in Professional Accountancy prepares students for advanced careers in accounting, auditing, taxation, financial reporting, and strategic financial management. The program combines rigorous technical training with analytical problem-solving, ethical decision-making, and leadership development to equip graduates for success in today's complex business environment. Through advanced coursework in accounting theory, financial analysis, auditing, taxation, and regulatory compliance, students develop the expertise needed to address evolving financial challenges and support organizational decision-making. Graduates are well prepared for leadership roles in public accounting, corporate finance, government, nonprofit organizations, and professional practice, as well as for meeting educational requirements for CPA licensure where applicable.

Program Learning Objectives:

PLO 1: Interpret, analyze, and classify relevant accounting information, and communicate financial results in a clear and unequivocal manner.
PLO 2: Research various accounting issues using the Financial Accounting Standards Board (FASB) Codification database and other online data sources.
PLO 3: Recognize and understand various accounting principles and theories and apply this knowledge to new situations.
PLO 4: Identify key principles in the fields of economics and finance and understand how they underpin the development of the financial accounting framework.
PLO 5: Understand issues related to professional and business ethics and recognize what constitutes ethical behavior.

Program Requirements:

Code	Title	Credits
ACC-6101	Accounting Theory and Reporting I	4
ACC-6102	Accounting Theory and Reporting II	4
ACC-6301	Managerial Accounting	3
ACC-6401	Auditing and Assurance Services	3
ACC-6501	Individual Taxation	3
ACC-7101	Special Topics in Accounting	3
ACC-7998	Graduate Seminar in Accounting	4
PHI-7342	Business Ethics	3
	Select one of the following courses	3
ACC-6201	Acc Information technology & Design	
ACC-6202	Advanced Accounting Information Systems	
ACC-6402	Advanced Auditing	
ACC-6502	Taxation for Business Organizations	
	Total Credits	**30**

Notes:

Students Seeking C.P.A. Certification

New York State requires that individuals who apply for licensure in public accountancy must complete 150 credit hours in a registered program. Accounting majors at St. Francis who seek to obtain the CPA credential can pursue the 151-credit combined BS/MS program (if acceptance criteria are met). This program fulfills the course of study required by the New York State Department of Education and the New York State Board of Accountancy. Students must qualify for entry into the BS/MS degree program. In order to enter the combined BS/MS program, students are required to have a minimum grade point average of 2.8 in six specific accounting courses. Students not meeting this requirement may be given reconsideration if a satisfactory score is achieved on the Graduate Management Admission Test (GMAT). Additionally, students in the B.S./M.S. program are required to maintain a 3.0 cumulative grade point average in their graduate courses. In addition to the combined B.S./M.S. program, the College also offers a stand-alone M.S. degree in Professional Accountancy. This degree is offered to students who already possess an undergraduate degree in Business Administration/Management (e.g., Finance, IT, Marketing, Management, HR, etc.) and now want to pursue additional studies to enable them to acquire the knowledge and skills to enter careers in accounting and to accumulate the necessary credits to sit for the CPA

examination. Completion of this M.S. degree fulfills the course of study required by the New York State Education Department and the New York State Board of Accountancy.

Students Not Seeking CPA Certification

Students interested in an accounting program who do not need or want C.P.A. certification may pursue a four-year program culminating in a B.S. degree. This program primarily prepares students for careers in management or industry where a solid foundation in accounting is helpful or required, but C.P.A. certification is not necessary.

Program: Public Health, M.P.H.

Public Health, M.P.H. | St. Francis College

Program Overview:

A Master in Public Health is a research-focused graduate degree that emphasizes data analysis, epidemiology, and quantitative methods to understand and improve population health. Unlike the more practice-oriented MPH, this degree typically involves advanced training in biostatistics, disease patterns, and scientific research, often culminating in a thesis.

Students can specialize in areas like epidemiology, global health, or environmental health, and graduates commonly pursue careers as epidemiologists, data analysts, or researchers in government agencies, universities, healthcare systems, or international organizations.

Program Learning Objectives:

PLO 1: Identify causes of social and behavioral factors that affect the health of individuals and populations based on theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.
PLO 2: Assess individual, organizational and community concerns, assets, resources, and deficits for social and behavioral science interventions.
PLO 3: Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions.
PLO 4: Demonstrate steps and procedures for the planning, implementation, and evaluation of public health programs, policies, and interventions.
PLO 5: Apply evidence-based, ethically grounded approaches in the development and evaluation of social and behavioral science interventions.

Program Requirements:

Code	Title	Credits
PH-6001	History of Public Health	3
PH-6002	Principles of Social Behavior Research	3
PH-6003	Community Health	3
PH-6004	Introduction to Biostatistics and Epidemiology	3
PH-6005	Health Inequities	3
PH-6006	Global Health	3
PH-6007	Health Communications	3
PH-6100	Decision Making in the Healthcare Field	3
PH-6200	Program Planning	3
PH-6201	Maternal Infant & Child Health	3
PH-6202	Public Health Nutrition	3
PH-6300	LGBTQ + Health	3
PH-7990	Public Health Practicum	3
PH-7998	Public Health Capstone	3
	Total Credits	**42**

Program: School Building Leadership, Advanced Certificate

School Building Leadership, Advanced Certificate | St. Francis College

Program Overview:

The Advanced Certificate in School Building Leadership is a graduate certificate designed to prepare New York State certified School Building Leaders. Students receive preparation to serve as curricular and operational leaders in P-12 settings as they analyze critical and contemporary issues as well as study best practices in school finance and law. In addition, each student will complete an administrative internship in a school setting where they can apply theories to practice in authentic school environments.

The Advanced Certificate in School Building Leadership is open to individuals who have met the following requirements: Completed BA or BS with a GPA of 3.0 or higher; A Master's degree in any field from an institution of higher education approved by the Commissioner of Education or a regional accrediting agency with a 3.0 GPA or higher; Teaching/Pupil Personnel Service experience such that by the time of certificate completion, 3 years will have been completed.

Program Learning Objectives:

PLO 1: Enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
PLO 2: Act ethically and according to professional norms to promote each student's academic success and well-being with a focus on continuous improvement in all areas.
PLO 3: Uphold culturally responsive practices to promote each student's academic success and well-being, focusing on equity of educational opportunity.
PLO 4: Support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
PLO 5: Cultivate an inclusive, caring, and supportive school community that also engages families and the larger community in meaningful and mutually beneficial ways.
PLO 6: Develop the professional capacity and practice of school personnel through professional communities to promote each student's academic success and well-being.
PLO 7: Manage school operations and resources to promote each student's academic success and well-being.

Program Requirements:

Code	Title	Credits
ED-6100	Curriculum and Supervision	3
ED-6101	Critical Issues in Educational Leadership	3
ED-6102	Law and Governance in School Supervision	3
ED-6103	School Finance	3
ED-6990	Literacy Practicum	3
	Total Credits	**15**

Program: Special Education (All Grades), M.S.Ed.

Special Education (All Grades), M.S. Ed.| St. Francis College

Program Overview:

The Master's Degree in Special Education is designed to give students a broad knowledge base through extensive study of advanced theories of human growth and development, language development, theories of cognition, perception, information processing and memory. Coursework also includes sensorimotor, social-emotional, adaptive and aesthetic development in learning situations and family contexts.

In addition, the curriculum is designed to provide students with critical skills through fieldwork experience and meaningful hands-on opportunities to apply theory to practice; develop skills such as effective communication, the designing and conducting of needs assessment, the implementing of principles of teaching and learning; the selection of appropriate instructional materials, and the principles of protocol and ethics.

The M.S. in Special Education program is open to individuals who have a bachelor's degree from an accredited institution of higher education and a GPA of 3.0. Applicants will be expected to possess the appropriate number of liberal arts and sciences credits as determined by New York State's most updated regulations (generally 6 credits in English, 6 credits in History/Social Studies, 6 credits in the sciences, and 6 credits in mathematics) plus a concentration or the equivalent in the liberal arts and sciences, and may have to take additional coursework in the liberal arts and sciences if deficient.

Program Learning Objectives:

PLO 1: Teacher candidates demonstrate the ability to recognize the range of individual differences in how students learn and customize instruction to accommodate such diversity.
PLO 2: Teacher candidates demonstrate the ability to develop culturally responsive curriculum and instruction that draws on linguistic and cultural diversity, as well as family background and community values as assets that can be used to promote learning.
PLO 3: Teacher candidates demonstrate the ability to maintain an inclusive learning environment that promotes positive social interactions, acceptance, collaboration, mutual respect, multicultural awareness, an appreciation of diversity, and a concern for others.
PLO 4: Teacher candidates demonstrate an understanding of the central concepts, principles, tools of inquiry, and structures of the disciplinary areas that they teach and create meaningful learning experiences to ensure learner mastery of the content.
PLO 5: Teacher candidates demonstrate the ability to make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

PLO 6: Teacher candidates demonstrate the ability to align lessons with NYS curricular standards for college readiness and successful performance on state-mandated tests.
PLO 7: Teacher candidates demonstrate the ability to use a variety of instructional strategies to engage, motivate; promote critical thinking, self-directed learning, creativity, and collaborative problem solving to extend learners' understanding of the content areas.
PLO 8: Teacher candidates demonstrate the ability to integrate new technologies across content areas to deliver instruction in meaningful ways and add value to the overall learning experience.
PLO 9: Teacher candidates demonstrate an understanding of the uses, strengths, and limitations of various forms of assessment practices to document learner progress and adjust instruction as needed.
PLO 10: Teacher candidates support the academic, social, and emotional development of all students through dispositions such as acceptance, empathy, caring, fairness, student advocacy, and the belief that all students can learn.
PLO 11: Teacher candidates demonstrate the ability to be self-reflective and use this knowledge to seek critical feedback, enhance their repertoire of teaching skills, and pursue professional development opportunities in the best interest of learners.
PLO 12: Teacher candidates demonstrate the ability to foster positive interactions and collaborate with professional colleagues and school personnel in support of student learning, development, and well-being.

Program Requirements:

Code	Title	Credits
SED-6204	Literacy Intervention for Students with Disabilities	3
SED-6302	Education of Students with Autism	3
SED-6000	Historical, Social, and Legal Foundations of Special Education	3
SED-6101	Childhood Growth and Development	3
SED-6102	Characteristics of Students with Disabilities	3
SED-6103	Assessment, Diagnosis & Evaluation of Students with Disabilities	3
SED-6201	Curriculum & Methods of Instructions for Students with Disabilities	3
SED-6202	Management of Learning Environments for Students with Disabilities	3
SED-6301	Literacy Interventions for English Language Learners	3
SED-6303	Assistive & Instructional Technology in Special Education	3
SED-6990	Supervised Practicum in Special Education	3
SED-6203	Collaborative Partnerships in Special Education	3
	Total Credits	**36**

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Accounting (ACC):

ACC-1001 Introduction to Accounting (3 Credits). Requisite(s): MAT-1101 or higher. Intended for non-business majors. An introduction to accounting as the universal language of business. A study of the postulates and concepts underlying the preparation of basic corporate financial statements. The preparation of such statements is considered; analysis and interpretation of the statements are strongly emphasized. **Typically offered:** Fall and Spring Sessions

ACC-1101 Elementary Accounting I (4 Credits). Requisite(s): MAT-1101 or higher; BUS-1001. An introduction to the basic principles of accounting including the accounting cycle, classified financial statements and the measurement and valuation of current assets, current liabilities and non-current assets. **Typically offered:** All Sessions

ACC-1102 Elementary Accounting II (4 Credits). Requisite(s): ACC-1101. A continuation of the basic accounting principles learned in ACC 1101. Specific topics include accounting for partnerships, corporate owners' equity, long-term liabilities, statement of cash flows, financial statement analysis, and aspects of managerial accounting. **Typically offered:** All Sessions

ACC-1700 Accounting for Healthcare Organizations (3 Credits). Requisite(s): MAT-1101 or higher. This course is not for Accounting or Business Management majors. This course introduces students to the fundamental accounting conceptual framework and generally accepted accounting principles. That platform of knowledge is used to explore the specific issues relating to financial management in the healthcare sector. **Typically offered:** Fall Session

ACC-2101 Intermediate Accounting I (4 Credits). Requisite(s): ACC-1102; IT-1001. An in-depth analysis of accounting theory and financial reporting, combining theory and problems. Emphasizes asset and liability valuation and the corresponding measurement of revenues and expenses. Specific topics include the accounting process and adjustments, classified financial statements, conceptual framework underlying financial accounting, and recognition and measurement of current and non- current assets. Several assignments using EXCEL are required during the semester. **Typically offered:** Fall Session

ACC-2102 Intermediate Accounting II (4 Credits). Requisite(s): ACC-2101. A continuation of ACC 2101. Specific topics include recognition and measurement of intangible assets, current and non-current liabilities, stockholders' equity, dilutive securities, investments, revenue recognition problems, accounting for income taxes, accounting changes and errors, and statement of cash flow. Several assignments using EXCEL are required during the semester. **Typically offered:** Spring Session

ACC-2201 Accounting Information Systems (3 Credits). Requisite(s): ACC-1101; IT-1001. This course is designed to introduce the student to computer applications in accounting. Students learn about the design and development of accounting systems. In addition, students learn how to computerize a manual accounting system using a general ledger package. A variety of accounting problems are demonstrated. Students have hands-on experience completing various computer projects. **Typically offered:** Fall and Spring Sessions

ACC-3301 Cost Accounting (3 Credits). Requisite(s): ACC-1001 or ACC-1102; IT-1001. The managerial use of cost data for routine planning, budgeting and control, and for long-range planning; product costing using job order, process, and standard costs. **Typically offered:** Fall Session

ACC-4101 Advanced Accounting Problems (3 Credits). Requisite(s): ACC-2102. The course provides a comprehensive study of the areas of business combinations, consolidated financial statements, foreign currency transactions, segment reporting, fund accounting, and governmental accounting. A detailed analysis is conducted on the use of the purchase method of accounting for investments in subsidiaries. The underlying concepts behind accounting for nonprofit and governmental entities are also examined. **Typically offered:** Fall Session

ACC-4401 Auditing Principles (3 Credits). Requisite(s): ACC-2101. Principles, standards, procedures, and techniques of auditing. Emphasis on the analytical approach, including electronic data processing, statistical sampling, and risk assessment; types of audit examinations with appropriate reports; and evaluation of assets and substantiation of liability and equity accounts. **Typically offered:** Spring Session

ACC-4402 Advanced Auditing (3 Credits). Requisite(s): ACC-2101; ACC-2102; ACC-2201; ACC-4401. This course is a continuation and expansion of ACC-4401. The auditor's use of programs to audit information systems through computer applications, including evaluation and testing of internal control while being cognizant of fraud, will be a major focus. The integration of integrity and ethics into both financial and internal audits through professional and legislative rules will be stressed throughout the course. **Typically offered:** Fall Session

ACC-4501 Taxation for Individuals (3 Credits). Requisite(s): ACC-1001 or ACC-1102. A study of the basic principles of federal income taxation as applied to individuals. **Typically offered:** Fall Session

ACC-4502 Taxation for Business Organizations (3 Credits). Requisite(s): ACC-4501. A study of the basic principles of federal taxation emphasizing corporations, individuals, partnerships, estates, trusts, and gift taxes. Special emphasis is given to the differences between federal income tax principles and financial reporting according to GAAP. Review and application of individual tax returns using computer software packages. **Typically offered:** Spring Session

ACC-4990 Accounting Internship (1-3 Credits). Requisite(s): None. Approval of the departmental chairperson required. Supervised work experience in various fields of accounting--including submission of a written report. This course may be taken for a maximum of two semesters. **Typically offered:** All Sessions

ACC-4995 Independent Study in Accounting (1-3 Credits). Requisite(s): None. Individual research and study--including submission of a written report. Maximum two semesters. Requires chairperson approval. **Typically offered:** On Demand

ACC-4998 Senior Seminar in Accounting (3 Credits). Requisite(s): ACC-4101**.** A study of current literature, current accounting topics, and recent professional pronouncements through active participation,

oral presentations, and a research paper. Maximum enrollment of 15 students. **Typically offered:** Spring Session

ACC-6101 Accounting Theory and Reporting I (4 Credits). Requisite(s): None. Open to MS-ACC students only. An in-depth analysis of accounting theory and financial reporting, combining theory and problems. The course emphasizes asset and liability valuation and the corresponding measurement of revenues and expenses. Specific topics include the accounting process and adjustments, classified financial statements, conceptual framework underlying financial accounting, and recognition and measurement of current and non-current assets. International Financial Reporting Standards to be incorporated, as appropriate. Several assignments using EXCEL are required during the semester. A comprehensive project (incorporating transaction analysis, EXCEL schedules and complete statement preparation) is required of all students. **Typically offered:** Fall Session

ACC-6102 Accounting Theory and Reporting II (5 Credits). Requisite(s): ACC-6101. Graduate students only. A continuation of Accounting Theory and Reporting I (ACC 6101). Specific topics include recognition and measurement of intangible assets, current and non-current liabilities, stockholders' equity, dilutive securities, investments, revenue recognition problems, accounting for changes and errors, and statement of cash flows. International Financial Reporting Standards to be incorporated, as appropriate. Several assignments using EXCEL are required during the semester. A comprehensive project (incorporating transaction analysis, EXCEL schedules, and complete statement preparation) is required of all students. **Typically offered:** Spring Session

ACC-6201 Acc Information Technology & Design (3 Credits). Requisite(s): None. Open to MS-ACC students only. This course is designed to introduce the student to computer applications in accounting. Students learn about the design and development of accounting systems. In addition, students learn how to computerize a manual accounting system using a general ledger package. A variety of accounting problems are demonstrated. Students have hands-on experience completing various computer projects. Students will be required to complete a comprehensive project on analysis of internal controls of a public traded corporation. Lab fee. **Typically offered:** Fall and Spring Sessions

ACC-6202 Advanced Accounting Information Systems (3 Credits). Requisite(s): ACC-6201 or ACC-2201. Open to MS-ACC students only. This course is designed to provide a detailed study of integrated components within an accounting information system. A thorough investigation of current issues that pertain to information technology is conducted. Students utilize the database approach to design and develop a complex system of storing and retrieving data. The REA model is used to analyze the relationship between an organization's essential resources, events and agents. Students use Microsoft Access to query data to write analysis reports for various case assignments. Lab fee. **Typically Offered:** All Sessions

ACC-6301 Managerial Accounting (3 Credits). Requisite(s): None. Open to MS-ACC students only. The course will focus on the managerial use of cost data for routine planning, budgeting and control, and for long- range planning. Product costing using job order, process and standard costs will be stressed. Students

will be required to complete a term paper contrasting a company using a job-order system with a company using a process cost system. **Typically offered:** Fall Session

ACC-6401 Auditing and Assurance Services (3 Credits). Requisite(s): ACC-6101. Open to MS-ACC students only. Principles, standards, procedures, and techniques of auditing with emphasis on the analytical approach; including electronic data processing, statistical sampling, risk assessment, types of audit examinations with appropriate reports, evaluation of assets, and substantiation of liabilities and equity accounts. A comprehensive term project involving the analysis of a specific auditing standard must be completed by each student. **Typically offered:** Spring Session

ACC-6402 Advanced Auditing (4 Credits). Requisite(s): ACC-2201; ACC-4401. Open to MS-ACC students only. This course is a continuation and expansion of ACC 4401. The auditor's use of programs to audit information systems through computer applications, including evaluation and testing of internal control while being cognizant of fraud, is a major focus. The integration of integrity and ethics into both financial and internal audits through professional and legislative rules is stressed throughout the course. **Typically offered:** Fall Session

ACC-6501 Individual Taxation (3 Credits). Requisite(s): None. Graduate students only. A study of the basic principles of Federal Income taxation as applied to individuals. Students will be required to complete a comprehensive tax return utilizing current software. **Typically offered:** All Sessions

ACC-6502 Taxation for Business Organizations (4 Credits). Requisite(s): ACC-4501 or ACC-6501. Graduate students only. A study of the basic principles of federal income taxation emphasizing corporations, individuals, partnerships, estates, trusts, and gift taxes. Special emphasis is given to the differences between federal income tax principles and financial reporting according to GAAP. Review and application of individual tax returns using computer software packages. **Typically offered:** All Sessions

ACC-6650 Financial Accounting for Managers (3 Credits). Requisite(s): None. Graduate students only. This three-credit course examines the use of accounting data in facilitating management decisions. Students will be introduced to the fundamental principles of financial accounting with an overview of financial reporting and how to read and interpret the four basic financial statements. Using a measurement, communication, and decision-making framework, this course provides a solid foundation for student learning - focusing on the elements of the accounting cycle. While available in an alternative format, the rules of debits and credits and detailed transactional reporting required by accounting majors are removed without disruption. The course concludes with a detailed section on Financial Statement Analysis in the form of ratios and other vital measurement tools and criteria. Major topics include a comprehensive look at various elements of the income statement and balance sheet. The course concludes with an in-depth financial statement analysis using ratios and other metrics used to assess performance. **Typically offered:** All Sessions

ACC-6990 Accounting Internship (1-3 Credits). Requisite(s): None. Graduate students only. Supervised work experience in various fields of accounting--including submission of a written report. Requires approval of the departmental chairperson. **Typically offered:** All Sessions

ACC-6995 Independent Study in Accounting (1-4 Credits). Requisite(s): None. Graduate students only. Approval of the department chairperson required. Independent research and study in a topic in accounting, including submission of a written report. Maximum: two semesters. **Typically offered:** On Demand

ACC-7101 Special Topics in Accounting (3 Credits). Requisite(s): ACC-6102. Open to MS-ACC students only. An in-depth analysis of accounting theory and financial reporting. Course coverage includes partnerships, installment sales, consignments, consolidations, international accounting and accounting for government and not-for-profit entities. International Financial Reporting Standards will be incorporated, as appropriate. A specific comprehensive case analysis which involves a not-for-profit or governmental entity will be assigned to each student. **Typically offered:** Fall Session

ACC-7998 Graduate Seminar in Accounting (4 Credits). Requisite(s): ACC-4101 or ACC-6101. Graduate students only. A study of current literature, accounting topics and recent professional pronouncements through active participation, oral presentations, and a research paper. **Typically offered:** All Sessions

Adolescence Education (AED):

AED-2200 Methods of Instruction in Secondary Education (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher, Complete ED-2020 with a B grade or higher. Study of basic principles, instructional practices, and necessary competencies in effective teaching in the adolescent classroom. Emphasis is on learner-centered approaches and encouraging pro-social behaviors. **Typically offered:** All Sessions

AED-3320 Literature in the Content Area (grades 7-12) Instruction (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher. Minimum overall GPA of 3.0 required. Study of the necessary competencies to promote students' higher-order literacy development in the content areas. To that end, the emphasis of the course content is on the linguistic skills and productive language functions students need to develop to interact with, comprehend, and evaluate a range of complex texts and multifaceted information across disciplines. **Typically offered:** Fall Session

AED-3340 Methods of Instruction in Secondary English (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher, Complete ED-2020 with a B grade or higher. Study of basic principles, instructional practices, curricular trends, and necessary competencies in effectively teaching secondary school English. **Typically offered:** All Sessions

AED-3400 Methods of Instruction: Secondary Mathematics (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher, Complete ED-2020 with a B grade or higher. The teaching of mathematics in grades 7 through 12; procedures, techniques and materials; opportunities for student presentations; and discussion of diagnostic instruction. Use of instructional technology. Addresses commencement standards. Offered in conjunction with the mathematics department. Planning, supervision, and

guidance are provided jointly by the Mathematics and Education departments. Includes 15 hours of field experience. **Typically offered:** Fall and Spring Sessions

AED-3500 Meth of Instruct: Secondary Social Studies (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher, Complete ED-2020 with a B grade or higher. Study of basic principles, instructional practices, curricular trends, and necessary competencies in effectively teaching secondary school social studies. **Typically offered:** All Sessions

AED-3600 Meth of Instruction in Secondary Biology (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher, Complete ED-2020 with a B grade or higher. Study of basic principles, instructional practices, curricular trends, and necessary competencies in effectively teaching secondary school biology. **Typically offered:** All Sessions

AED-3650 Meth of Instruction: Secondary Chemistry (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher, Complete ED-2020 with a B grade or higher Study of basic principles, instructional practices, curricular trends, and necessary competencies in effectively teaching secondary school chemistry. **Typically offered:** Spring Session

AED-4990 Supervised Student Teaching (6 Credits). Requisite(s): None. Two full-time placements in an elementary school, middle school, or high school (as appropriate to the student's teaching level) in the student's senior year. Includes a bi-weekly seminar at the College. Restrictions apply regarding the number of other courses that may be taken during this semester. Course fee. **Typically offered:** All Sessions

AED-4995 Independent Study (1-3 Credits). **Requisite(s):** None. Independent work in an area of special interest. Special project, report, or term paper. **Typically offered:** On Demand

American Studies (AMS):

AMS-1001 American Culture and Conflict (3 Credits). Requisite(s): None. This course will introduce students to some of the primary questions and methods of American Studies. We will begin by asking a deceptively simple set of questions: What is American Studies? How do we practice American Studies? What are its borders and boundaries? We will then move on to some of the central questions of the field: Is there such a thing as an American identity? How have American defined themselves? Who is an American? What are the promises and preoccupations of America and American Culture? In trying to answer these questions we will draw from a variety of texts and genres, from fiction and poetry to political speeches, diaries, music, visual art, sociological studies, historical narratives, critical theory, media and other forms of popular culture. **Typically offered:** On Demand

Arthur Miller Journal Internship (AMJ):

AMJ-1001 Arthur Miller Journal Internship (1-3 Credits). Requisite(s): WRI-1100; COM-1000. Supervised experience in the production of the Arthur Miller Journal, including editing, subscription

management, and production management. Minimum of 135 hours, in addition to scheduled meetings with the instructor. **Typically offered:** All Sessions

AMJ-1002 Arthur Miller Journal Internship (1-3 Credits). Requisite(s): WRI-1100; COM-1000; AMJ-1001. Supervised experience in the production of the Arthur Miller Journal, including editing, subscription management, and production management. Minimum of 135 hours, in addition to scheduled meetings with the instructor. **Typically offered:** On Demand

Biology (BIO):

BIO-1000 Ecology and the Environment (3 Credits). Requisite(s): None. An introduction to basic concepts in ecology and population dynamics, their relationships with resources, and pollution. This course is designed for non-science majors. Three lecture hours per week. **Typically offered:** All Sessions

BIO-1001 History of Science & Medicine in America (3 Credits). Requisite(s): WRI-1100; AMS-1001 for students pursuing American Studies minor. This course surveys the major challenges and advancements in biology and medicine in America and the impacts of these advancements on American society. This course is designed for non-science majors. Three lecture hours per week. **Typically offered:** All Sessions

BIO-1101 Introduction to Human Biology (3 Credits). Requisite(s): None. Introduces the student to the organization and function of the human body from cells to systems. Included are selected topics in the contemporary study of the human organism. This course is designed for non-science majors and fulfills one of the science prerequisites in the Childhood Education curriculum. Three lecture hours per week. **Typically offered:** All Sessions

BIO-1102 Special Topics in Biology and Psychology Marine Biology in Belize (3 Credits). Requisite(s): BIO-2250, CHE-2102 cross-listed with BIO-4000; BIO-540; PSY-4014. This course satisfies non-majors, honors non-majors and major requirements. It involves classroom as well as a week's field experience that includes snorkeling in the Caribbean, additional charges will apply. The ecology of marine ecosystems (estuarine, temperature and tropical coral reef) will be explored. Honors and Bio majors have extra assignments. Students may take only one of the courses. **Typically Offered:** On Demand

BIO-1103 Biotechnology and Bioethics (3 Credits). Requisite(s): WRI-1100**.** This integrated lecture and laboratory course will focus on the controversies surrounding modern biotechnology. Topics include reproductive technology, genetic engineering and stem cell research. Students will explore the techniques of modern biology through hands on experimentation in the laboratory. This course is designed for non-scient majors. Lab fee. **Typically offered:** All Sessions

BIO-1107 Anatomy and Physiology I (4 Credits). Requisite(s): BIO-1107L. Fundamental life processes as exemplified in the functioning of the human organism. Integration of structure and function in the light of homeostasis is emphasized. A systems approach is utilized with the focus on normal physiology and an introduction to pathology. Systems addressed in the first semester include cells, tissues, integument, skeletal, muscle, and nervous systems. Laboratory experiments and dissections are designed to achieve

this objective. This course is designed to fulfill program requirements for non-majors, health promotion and the physical education major. Three lectures and three lab hours per week. Lab fee. **Typically offered:** Fall Session

BIO-1107L Anatomy and Physiology Lab (0 Credits). Requisite(s): BIO-1107**.** Laboratory portion of BIO-1107 Anatomy and Physiology I. Three laboratory hours per week. **Typically offered:** Fall Session

BIO-1108 Anatomy and Physiology II (4 Credits). Requisite(s): BIO-1107; BIO-1108L. A continuation of BIO 1107 with an emphasis on cardiovascular, respiratory, digestive, urinary, endocrine, and reproductive systems. Three lectures and three lab hours per week. **Typically offered:** Spring Session

BIO-1108L Anatomy and Physiology II Lab (0 Credits). Requisite(s): BIO-1108. Laboratory portion of BIO-1108 Anatomy and Physiology II. Three laboratory hours per week. **Typically offered:** Spring Session

BIO-1120 Contemporary Topics in Biology (3 Credits). Requisite(s): None. Introduction to biology issues in modern society. Studies of genetic issues, pollution and energy problems, ecology, effective drugs on the individual, and contemporary issues facing today's individual. **Typically offered:** On Demand

BIO-1140 Anatomy and Physiology 1 (3 Credits). Requisite(s): BIO-1140L**.** This course is for Nursing, Occupational Therapy, Physical Therapy, and physician assistant majors. Lecture topics include animal cell structure and function, tissues, and a survey of human physiological systems. Course emphasizes cells, tissues, genetics, integument, and the Musculo- skeletal and nervous systems. **Typically offered:** Fall Session

BIO-1140L Anatomy and Physiology 1 Laboratory (1 Credit). Requisite(s): BIO-1140. This course is a corequisite laboratory experience to BIO-1140. Students will conduct experiments and examine samples to learn fundamental principles of Human Anatomy and Physiology. Topics include animal cell structure and function, tissues, and a survey of human physiological systems. Course emphasizes cells, tissues, genetics, integument, and the musculoskeletal and nervous systems. This a 3-hour lab. **Typically offered:** Fall Session

BIO-1141 Anatomy and Physiology 2 (3 Credits). Requisite(s): BIO-1140; BIO-1140L; BIO-1141L. Continuation of BIO 1140. Intended for Nursing, Occupational Therapy, Physical Therapy, and physician assistant majors. Topics include cardiovascular physiology, respiratory system, lymphatic system, respiratory physiology, and the digestive, urinary, endocrine, and reproductive systems. **Typically offered:** Spring Session

BIO-1141L Anatomy and Physiology 2 Laboratory (1 Credit) Requisite(s): BIO-1140; BIO-1140L; BIO-1141. This course is a corequisite laboratory experience to BIO-1141. Students will conduct experiments and examine samples to learn fundamental principles of Human Anatomy and Physiology. Topics include cardiovascular physiology, respiratory system, lymphatic system, respiratory physiology, and the digestive, urinary, endocrine, and reproductive systems. This is a 3-hour lab. **Typically offered:** Spring Session

BIO-1150 Forensic Biology (3 Credits). Requisite(s): None. This lecture/laboratory is open to all students but especially geared to criminal justice majors. This course will focus on the biological evidence and techniques used in forensic science. Topics include the study of evidence found at crime scenes such as blood, hair, DNA, and debris such as soil and sand, microbes, plants, insects, and other cells and tissues. Students learn about the knowledge gained from performing an autopsy with a focus on change in tissues following trauma and the sequential changes that occur in a body after death. Integrated lecture and lab for three hours each week. Biology majors may not use this course toward their major. **Typically offered:** Fall and Spring Sessions

BIO-1201 General Biology 1 (3 Credits). Requisite(s): BIO-1201L; MAT-1105, recommended co-requisite: CHE-1201. An introduction to biological principles, emphasizing the chemical, biological, and evolutionary underpinnings of life. Topics introduced may include macromolecules, cell structure and function, mitosis and meiosis, the chromosomal basis of inheritance, natural selection, and evolution. There is a co-requisite laboratory (BIO-1201L) which reinforces these lecture concepts via interpretation of experimental results. **Typically offered:** All Sessions

BIO-1201L General Biology 1 Laboratory (2 Credits). Requisite(s): BIO-1201. This laboratory course will emphasize and reinforce concepts discussed in the co-requisite lecture (BIO-1201). Concepts covered will emphasize the scientific method, interpretation of data from experimental outcomes, teamwork and communication, and written and oral communication skills. This laboratory will develop skills and biological knowledge needed for future biology classes at St. Francis College. This is a 4-hour lab. **Typically offered:** Fall Session

BIO-1202 General Biology 2 (3 Credits). Requisite(s): BIO-1201; BIO-1201L; BIO-1202L; recommended co-requisite: CHE-1202. This course overviews the biodiversity of life, from protists to people. Topics covered may include a march through the biodiversity of life on Earth, an introduction to the fundamentals of how bodies work, and basic tenants of ecology. A co-requisite laboratory (BIO-1202L) emphasizes these class concepts in several ways, including via a series of dissections. **Typically offered:** All Sessions

BIO-1202L General Biology 2 Laboratory (2 Credits). Requisite(s): BIO-1201; BIO-1201L; BIO-1202. This laboratory course will emphasize and reinforce concepts discussed in the co-requisite lecture (BIO-1202). Phylogenetic patterns of organismal anatomy and basics of body systems will be emphasized in a series of dissections. Teamwork, written and oral communication skills are emphasized. This laboratory will develop skills and biological knowledge needed for future biology classes at St. Francis College. This is a 4-hour lab. **Typically offered:** Spring Session

BIO-2200 Art & Ecology (3 Credits). Requisite(s): WRI-1000. This course will focus on integrating visual art practice and scientific methods as a means of observing, understanding, interpreting and creatively responding to human driven disturbances and the restoration of nature, focusing on the urban environment and ecologies of New York City. Students will study modern and contemporary works of art responding to ecology of undisturbed and urban environments. Readings, discussion and lab work will complement visiting speakers, and field trips. We will also consider artistic and scientific mapping of

alternate ecologies such as institutional power structures. Students will be visualizing their scientific observations and creative responses through drawing, graphing, 2D mixed media, mapping modelling and sculpture. Previous art experience is not required. **Typically offered:** On Demand

BIO-2202 Comparative Anatomy (4 Credits). Requisite(s): BIO-1202; BIO-2202L. A comparative lecture and laboratory study of the macroscopic anatomy of typical representatives of the classes of vertebrates. Three lectures and three lab hours per week. **Typically offered:** On Demand

BIO-2203 Invertebrate Zoology (4 Credits). Requisite(s): BIO-1202; BIO-2203L. Major invertebrate phyla with emphasis on taxonomy, structure, physiology, and ecology; field trips to selected local areas for the collection and study of representative invertebrate forms. Laboratory dissection of representative types. Three lectures and three lab hours per week. **Typically offered:** On Demand

BIO-2203L Invertebrate Zoology Laboratory (1 Credits). Requisite(s): BIO-2203. This course is a corequisite laboratory experience to BIO-2203. Students will conduct dissections investigating the structure and function of principle groups of the invertebrates. Field trips to selected local areas for the collection and study of representative invertebrate forms. Three Lab hours per week. **Typically offered:** On Demand

BIO-2204 Ecology (3 Credits). Requisite(s): BIO-1202; BIO-1202L; BIO-2204L. An introduction to how organisms, communities and populations interact with each other and the non-living world around them. Topics covered may include adaptations to life in different environments, population dynamics, behavioral ecology, organismal interactions, flow of material and energy through ecosystems, and conservation. There is a co-requisite Ecology laboratory (BIO-2204L) which relates to lecture concepts while emphasizing statistical and writing skills. **Typically offered:** On Demand

BIO-2204L Ecology Laboratory (1 Credit). Requisite(s): BIO-1202; BIO-1202L; BIO-2204. Each laboratory activity will consist of an exercise designed to develop important concepts and skills related to being a practicing ecologist, and more generally, a biologist. These activities may involve multi-week investigations of various ecological problems, for which you will have input into the design of experiments and studies. Statistical and writing skills will be emphasized. This is a co-requisite to Ecology lecture (BIO-2204). This is a 3-hour lab. **Typically offered:** On Demand

BIO-2206 Histology (4 Credits). Requisite(s): BIO-1202; BIO-2206L. A study of the light and electron microscopic anatomy of the vertebrate animal. General study of cell morphology and basic tissues is followed by a systematic examination of the body's organs. Three lectures and three lab hours per week. **Typically offered:** On Demand

BIO-2206L Histology Laboratory (0 Credits). Requisite(s): BIO-2206. This is the laboratory portion of BIO-2206 Histology. Three labs per week. **Typically offered:** On Demand

BIO-2210 Developmental Biology (4 Credits). Requisite(s): BIO-1202; BIO-2210L. A study of the process of development at the cellular molecular level as a description of the stages through which an organism attains increasing complexity. In addition to lectures, students become actively involved through discussion of primary literature and laboratory. The laboratory features vertebrate and

invertebrate examples of developmental processes. Three lectures and three lab hours per week. **Typically offered:** On Demand

BIO-2210L Developmental Biology Laboratory (0 Credits). Requisite(s): BIO-2210. This is the laboratory portion of BIO-2210 Developmental Biology. Three labs per week. **Typically offered:** On Demand

BIO-2250 Introduction to Cell Biology (3 Credits). Requisite(s): BIO-1202; BIO-1202L; BIO-2250L; recommended co-requisite: CHE-2101. To introduce the basic structure and function of the cell and its organelles and how components of the cell integrate to perform complex functions such as cell communication and growth. **Typically offered:** Fall Session

BIO-2250L Introduction to Cell Biology Laboratory (1 Credit). Requisite(s): BIO-1202; BIO-1202L; BIO-2250. This is the lab component of BIO-2250 Cell Biology. The course will allow students to develop techniques such as protein assays, chromatography, and electrophoresis. This is a 3-hour lab. **Typically offered:** Fall Session

BIO-2280 Evolution (3 Credits). Requisite(s): BIO-1202; BIO-1202L; BIO-2280L. Why can't whales breath underwater? Well, they evolved from land mammals, which (unlike fish) must get their oxygen from air. The fact that whale bodies look a bit like a fish has to do with natural selection for the same environmental conditions. This course will serve as an introduction to the principles of evolution, whether through natural selection or other mechanisms that relate to random chance, such as genetic drift. We will examine the basic variation needed for evolution and how it is generated through mutations. Then we will use real-world examples to examine the complexities of this topic. **Typically offered:** On Demand

BIO-2280L Evolution Laboratory (1 Credit). Requisite(s): BIO-1202; BIO-1202L; BIO-2280. This course is a corequisite laboratory experience to BIO-2280. Students will conduct research and/or experiments that investigate evolutionary principles using real data. This is a 3-hour lab. **Typically offered:** On Demand

BIO-3300 Microbiology (3 Credits). Requisite(s): BIO-1141 or BIO-1202; BIO-1141L or BIO-1202L; BIO-3300L. A survey of the principal groups of microorganisms (bacteria, fungi, algae, protozoa, viruses, and rickettsiae) with emphasis on taxonomy, morphology, physiology, and their industrial and medical applications. Includes an intensive study of bacterial, rickettsial, chlamydial, algae, fungal, viral, and protozoan organisms of significance in the propagation of diseases. **Typically offered:** Fall and Spring Sessions

BIO-3300L Microbiology Laboratory (1 Credit). Requisite(s): BIO-1141 or BIO-1202; BIO-1141L or BIO-1202L, BIO-3300. This course is a corequisite laboratory experience to BIO-3300. The course provides students with practical knowledge of the fundamental principles and applications of microbiology. Students will conduct experiments that investigate the structure and function of the principal groups of microorganisms (bacteria, fungi, algae, protozoa, viruses, and rickettsiae). This is a 3-hour lab. **Typically offered:** Fall and Spring Sessions

BIO-3302 Botany (4 Credits). Requisite(s): BIO-1202, BIO-3302L. A survey of the principal groups of plants from the standpoint of their structure and development with intensive studies on the morphology and physiology of the Angiospermae. Three lectures and three lab hours per week. **Typically offered:** on Demand

BIO-3302L Botany Laboratory (0 Credits). Requisite(s): BIO-3302. This is the laboratory portion of BIO-3302 Botany. Three labs per week. **Typically offered:** On Demand

BIO-3303 Genetics (3 Credits). Requisite(s): BIO-1202; BIO-1202L; BIO-3303L. This course introduces fundamental concepts in classical and modern genetics. Topics covered in this course provide a broad overview of the field, and include such topics as Mendelian Inheritance, viral and bacterial genetics, gene structures, gene regulation including epigenetics, cancer genetics, and introductory population and quantitative genetics. **Typically offered:** Spring Session

BIO-3303L Genetics Laboratory (1 Credit). Requisite(s): BIO-1202; BIO-1202L; BIO-3303. This is the lab component of BIO-3303 Genetics. The course will supplement some of the important concepts learned through the lecture portion: Classic genetics established by Mendel and Morgan, probability calculations, gene expression, biotechnological techniques and bioinformatics. The course's practical activities aim to deepen your conceptual understanding in Genetics. This is a 3-hour lab. **Typically offered:** Spring Session

BIO-3310 Advanced Cell Biology (4 Credits). Requisite(s): BIO-2250; BIO-3310L; CHE-2102. Biochemical and morphological evidence underlying current models of cell structure and function. Roles of membranes in cell compartmentation, organelle structure and biogenesis, vesicle transport, secretion, cytoskeleton, motility, signaling, mitosis, and cell cycle regulation. Distinctive characteristics of differentiated mammalian cells. Laboratory experiences introduce classical and contemporary methods of cell study. Three lectures and three lab hours per week. **Typically offered:** Fall Session

BIO-3310L Advanced Cell Biology Lab (1 Credit). Requisite(s): BIO-2250; BIO-2250L; BIO-3310; CHE-2102; CHE-2102L This is the lab component to accompany BIO-3310 Advanced Cell Biology. The course will provide practical applications of the important concepts in Advanced Cell Biology. This is a 3-hour lab. **Typically offered:** Fall Session

BIO-3320 Molecular Biology (3 Credits). Requisite(s): BIO-1202; BIO-1202L; BIO-3320L; CHE-2102; CHE-2102L. Since the discovery of DNA structure, the field of Molecular Biology has grown rapidly. Molecular Biology and related technologies have had a tremendous impact on the progress of other areas in biology in the past half century. In this course, we will learn the basic principles behind the central dogma; DNA to RNA to protein. We will also learn about the tools and technologies used in molecular biological approaches. The course is built on the board exam material to learn the clinical significance of each chapter. This course also aims to develop critical thinking skills through student-led discussions about real-life issues related to Molecular Biology. **Typically offered:** Spring Session

BIO-3320L Molecular Biology Laboratory (1 Credit). Requisite(s): BIO-1202; BIO-1202L; BIO-3320; CHE-2102; CHE-2102L. This is the lab portion of BIO-3320 Molecular Biology. The lab component of this course consists of several hands-on activities that require sophisticated molecular and genetic approaches.

Students will conduct experiments ranging from DNA-to-protein synthesis to gene knockdown. This is a 3-hour lab. **Typically offered:** Spring Session

BIO-3350 Physiology (4 Credits). Requisite(s): BIO-1202; BIO-3350L; CHE-2102. A study of the functions of vertebrate organs and organ systems, and the homeostatic mechanisms that underlie them. Included are discussions of the cellular and physiochemical bases of homeostasis. Three lectures and three lab hours per week. **Typically offered:** Spring Session

BIO-3350L Physiology Laboratory (0 Credits). Requisite(s): BIO-3350. This is the laboratory portion of BIO-3350. Three labs per week. **Typically offered:** Spring Session

BIO-3360 Human Pathophysiology (4 Credits). Requisite(s): BIO-3310. Cell Biology Pathophysiology is the study of the human body's reaction to adverse conditions. This course will elucidate the basic changes that occur in disease states such as cellular injury, inflammation and hemodynamic changes as well as the underlying mechanisms of genetic disease, environmental disease and cancer. Disease symptoms, treatment and diagnosis will also be introduced. Students will develop critical thinking skills through engagement in problem-based learning using case studies. **Typically offered:** Fall Session

BIO-4000 Special Topics in Biology: Marine Biology in Belize (3 Credits). Requisite(s): BIO-2250; CHE-2102. Cross-listed with: BIO-1102, BIO-5401 and PSY-4014. Discussion and analysis of problems in biology that are not covered in regular course work. The specific content of the course will remain flexible in response to student and departmental interest. **Typically offered:** On Demand

BIO-4001 Marine Biology in Honduras (3 Credits). Requisite(s): BIO-2250; CHE-2102. Marine Biology in Honduras. **Typically offered:** On Demand

BIO-4002 Special Topics in Biology: Biotechnology (3 Credits). Requisite(s): BIO-2250; CHE-2102. Course will include topics such as Genomics, Proteomics, and Systems Biology. **Typically offered:** On Demand

BIO-4003 Special Topics in Biology: Honoring the Parks (3 Credits). Requisite(s): BIO-2250; CHE-2102. This course will focus on the ecology, sustainability, and history of national and local parks in the NYC area. These parks include the Fire Island National Seashore, Jamaica Bay Wildlife Refuge, Ellis Island, the Tenement Museum, and the new Brooklyn Bridge Park. We will also go to an Oyster Schooner in LI. There is a fee of $550 that will cover camping in Fire Island, ferries, LIRR, and admissions to such locales as the Tenement Museum and the Oyster Schooner. It will also cover food and dorm (including camping on June 5) from June 3-10. You will read and write a book report about diseases in early NYC immigrants and keep a journal. **Typically offered:** On Demand

BIO-4004 Seminar: Marine Mammal Cognition (3 Credits). Requisite(s): None. This course is designed with two main components: A lecture component on campus at SFC and an experiential learning component that includes travel to Santa Cruz California. The course revolves around marine mammal cognition but general aspects of cognitive psychology. Topics covered will include basic experimental design, sensation/perception, intelligence and consciousness, logic, concept formation,

language studies with marine mammal species, and ethics. Students will learn about and observe data collection sessions with captive, trained seals, sea lions, sea otters and dolphins. The ecology of sea lions as well as marine mammal physiology will also be explored. **Typically offered:** On Demand

BIO-4005 Topic: Parasitology (4 Credits) Requisite(s): BIO-4005L; BIO-2250; CHE-2102. Parasitology is the study of how organisms can take over and harm another organism. Sometimes it can be lethal. We will study examples of protozoa, worms, and insects that parasitize both plants and animals. Lecture will focus on the mechanisms of how parasites infect hosts, and life cycles of these parasites. If there are treatments or drugs available, we will learn how these work. Lab will focus on parasites of plants and animals, especially live parasites of dead fish. We will also study preserved slides and dissect whole preserved specimens, as well as conduct local field trips to a vet's office and research labs. **Typically offered:** On Demand

BIO-4005L Parasitology Laboratory (0 Credits). Requisite(s): BIO-4005. This is the laboratory portion of BIO-4005. **Typically offered:** On Demand

BIO-4403 Endocrinology (3 Credits). Requisite(s): BIO-2250. A survey of the cells and organs of internal secretion and their products. The endocrine secretions and their interactions will be considered as will mechanism of target signaling. Three lecture hours per week. **Typically offered:** On Demand

BIO-4405 Immunology (3 Credits). Requisite(s): BIO-2250; BIO-2250L; BIO-4405L. This course is a study of cell biology, biochemistry, molecular biology, and histology of the human and mouse immune systems. **Typically offered:** Fall Session

BIO-4405L. Immunology Laboratory (1 Credit). Requisite(s): BIO-2250; BIO-2250L; BIO-4405. This course is a corequisite laboratory experience to BIO-4405. Students will conduct experiments that explore a variety of immunoassays. This is a 3-hour lab. **Typically offered:** On Demand

BIO-4409 Neurobiology (4 Credits). Requisite(s): BIO-2250; BIO-4409L. A study of nervous system organization, function, and development. Major concepts in neurobiology include impulse conduction, synaptic transmissions, sensory processing, motor function, and memory. Three lectures and three lab hours per week. **Typically offered:** On Demand

BIO-4409L Neurobiology Laboratory (0 Credits). Requisite(s): BIO-4409. This is the laboratory portion of BIO-4409 Neurobiology. **Typically offered:** On Demand

BIO-4420 Virology (3 Credits). Requisite(s): BIO-2250; BIO-2250L; BIO-4420L; CHE-2102; CHE-2102L. This course introduces bacterial, animal and plant virology. Students will learn general methodologies in virus research. Topics include virus structure, the biochemistry of viral replication, and general features of virus-host cell interaction. **Typically offered:** On Demand

BIO-4420L Virology Laboratory (1 Credit). Requisite(s): BIO-2250; BIO-2250L; BIO-4420; CHE-2102, CHE-2102L. This course is a corequisite laboratory experience to BIO-4420. Students will conduct experiments that explore the detection and analysis of various viruses. This is a 3-hour lab. **Typically offered:** On Demand

BIO-4450 Pharmacology (3 Credits). Requisite(s): BIO-1202 or BIO-1141. A study of drugs and drug actions, including pharmacokinetics and pharmacodynamics. This course reviews the mechanism of action of various classes of drugs. Three lectures per week. **Typically offered:** On Demand

BIO-4450L Pharmacology Laboratory (1 Credit). Requisite(s): BIO-4450. Basic principles of pharmacology, including receptor mechanisms, drug distribution, pharmacokinetics, metabolism, pharmacodynamics, and drug effects on biological systems as a basis for rational disease therapy. **Typically offered:** On Demand

BIO-4480 Bioinformatics (4 Credits). Requisite(s): BIO-2250; BIO-4480L; CHE-2102. An introduction to the theory, strategies, and practice of data management and analysis in molecular biology. including DNA and protein sequence analysis, biological databases, genomic mapping, analysis of gene expression. Three lectures and three lab hours per week. **Typically offered:** On Demand

BIO-4880L Bioinformatics Laboratory (0 Credits). Requisite(s): BIO-4480. This is the laboratory portion of BIO-4480. Three labs per week. **Typically offered:** On Demand

BIO-4990 Internship in Biology (1-4 Credits). Requisite(s): None. Internship in Biological sciences based on student/mentor agreement. Internships must be approved by the department Chairperson. **Typically offered:** On Demand

BIO-4995 Independent Study in Biology (1-5 Credits). Requisite(s): None. Independent study under the direction of a faculty member. For Biology majors only. **Typically offered:** All Sessions

BIO-4998 Biology Seminar (1 Credit). Requisite(s): Senior standing. Discussion of topics reflecting research and current problems in the biological sciences in a seminar format. Specific areas of discussion vary from semester to semester. Topics are announced in advance. A written paper and oral presentation are required. For Biology majors with senior standing only. **Typically offered:** All Sessions

BIO-5101 History of Medicine in America (3 Credits). Requisite(s): None. This course surveys the major challenges and advancements in biology and medicine in America from the early 17th century to present day and the impact of these advancements on American society. The roles of race, religion, socioeconomic class, gender and sexual orientation in determining access to health care and treatment protocols will be explored and analyzed. **Typically offered:** On Demand

BIO-5310 Honors Seminar: Ethical, Legal & Social Implications of the Human Genome Project (3 Credits). Cross listed with: SOC-5402. **Requisite(s):** None. The Human Genome was sequenced completely in 2002. This is a database that includes all our genetic code. Not only did this research revolutionize science, it also inevitably impacted numerous spheres of our social life and continues to do so. In this course, we will learn about the human genome and the possibilities this knowledge generates for social consideration and social change. We will answer the following questions. Why do we want to study our genes? Who should have access to my genome? Who owns the genome? Should we be changing our genes? The areas of concern are fairness in the use of genetic information; privacy and confidentiality; social consequences and stigmatization; reproductive issues; clinical issues uncertainties; ethical and legal

concerns; conceptual and philosophical implications; health and environmental issues and the commercialization of gene products. **Typically offered:** On Demand

BIO-5401 Special Topics in Biology: Marine Biology in Belize (3 Credits). Cross-listed with: BIO-1102; BIO-4000; PSY-4014. **Requisite(s):** None. Discussion and analysis of problems in biology that are not covered in regular course work. The specific content of the course will remain flexible in response to student and departmental interest. Course requires travel. **Typically offered:** On Demand

BIO-5402 Marine Biology in Honduras (3 Credits). Requisite(s): BIO-2250; CHE-2102. Marine Biology in Honduras. Course requires travel to Honduras. **Typically offered:** On Demand

BIO-5403 Special Topics in Biology: Honoring the Parks (3 Credits). Requisite(s): None. This course will focus on the ecology, sustainability, and history of national and local parks in the NYC area. Parks are at the core of what makes our area unique and exciting, providing natural oases as well as critical reflections on our past. This course will be hands-on and exploratory: We will visit parks and experience them for ourselves, while also digging into their deeper role in shaping our city and culture. The parks we visit and learn about may include Jamaica Bay Wildlife Refuge, Ellis Island, the American Museum of Natural History, the Tenement Museum, and Brooklyn Bridge Park, among others. Fulfills General Education Requirement: NPW, SHE **Typically offered:** On Demand

BIO-5404 Special Topics in Biology: Hunger- Biotechnology, Conservation (3 Credits). Requisite(s): None. Approximately 1 billion people around the world go hungry every day, with roughly an equal number of people lacking sufficient access to potable water. However, the problem is not insufficient world resources; the amount of food refused produced yearly is roughly equivalent to the amount of food required to feed the hungry for one year. Called the world's greatest solvable problem, there are many potential solutions to hunger such as advancements in agricultural biotechnology as well as increased efforts towards the development of sustainable communities and environmental conservation. Each solution comes with its own benefits and limitations. This course will explore hunger both worldwide and within the US and includes service learning as well as an immersion experience on a sustainable working farm to fortify concepts and build global citizenship. **Typically offered:** On Demand

BIO-5405 Special Topics in Biodesign Biotechnology, Conservation (3 Credits). Requisite(s): None. Everyday objects are designed for human use, yet many contribute to chemical and plastic pollution, carry a high carbon footprint, and may live in landfills for centuries after their use is completed. What if we could grow a house, or replace toxic processes with harmless ones? In considering how to minimize our impact on the planet, and what a grown future might look like, we will speculate, learn, and critique through the interdisciplinary practices of Biodesign. In this seminar, participants will take part in the Biodesign Challenge, which links students with a team of expert consultants, access to extensive resources, and participation in the bio design community through webinars and other events throughout the semester. Through speculative and creative thinking, research and innovation, teams of students will envision, develop, and prototype a bio design project addressing a real problem with an achievable design. **Typically offered:** On Demand

BIO-5406 Food Diversity and Traditions of NYC Biotechnology, Conservation (3 Credits). Requisite(s): None. New York City is an eater's paradise. Food lovers travel far and wide for a birria taco truck in Queens, dim sum treats and dumplings in Manhattan, or the many delights of Brooklyn's Smorgasbord. This robust food culture arises largely from the outstanding diversity of human culture that underpins NYC's identity, and the large diversity of plants, animals, and other organisms that people import from around the world. In this course we will take both a cultural and scientific approach to explore the connection between our diets, our city, and the biodiversity that makes it possible. We will explore how foods have shifted over the city's history, and how this reflects global changes, human migration, local ecological shifts, outside influences, and sustainability. This course will involve eating a variety of foods and a lot of travel throughout NYC. Accordingly, students must be up for trying new foods and be able to walk for two or more miles. **Typically offered:** Fall Only

Business (BUS):

BUS-1001 Organization and Management (3 Credits). Requisite(s): None. Introducing students to major areas of business enables them to understand the focus of business concentrations. Examines how businesses use marketing, finance, accounting, human resources, management and technology skills. Includes an examination of diverse issues such as the role of small companies versus large corporations, going public and understanding the implications of legal, political, economic, international, environmental and ethical issues. Includes guest lectures, role-play exercises and videos. **Typically offered:** All Sessions

BUS-1028 Franciscan Career Transformation: Optimizing Human Capital (3 Credits). Requisite(s): None. Take 14 credits. Upper Freshman Standing. Using a Franciscan, holistic approach coupled with human resource practices, students will learn about the values, missions, and cultures of organizations in various industries to better align each student's personal values and purpose with those of potential future employers. Through a transformative process of reflection, assessments, career exploration, planning and follow-through with preliminary employment strategies, students will take responsibility for their professional satisfaction by establishing a development plan to take them from their remaining time at St. Francis College to their life after the College. Students will increase their self-awareness to learn how to effectively manage their careers and maximize their contribution, as well as create a career development portfolio to proactively use as a tool when pursuing desired professional opportunities. **Typically offered:** All Sessions

BUS-1204 Business and Society (3 Credits). Requisite(s): None. Provides the student with an understanding of the many organizations with which a business maintains a relationship. The student gains an awareness of the strategies and tactics businesses use to manage the diversity of demands of such groups as stockholders, workers, consumers, community groups, and government regulators. **Typically offered:** Fall Session

BUS-1771 Intro to Fashion and Retail Management (3 Credits). Requisite(s): None. Take 14 credits. Upper Freshman Standing. This course offers an introduction to the fashion and retail industries. Students

will learn fashion and retail terminologies and will have the opportunity to learn about career pathways within both industries. Students will examine all segments of fashion, retail and related businesses and learn how both continue to evolve in the consumer and technology-driven marketplace. **Typically offered:** All Sessions

BUS-2001 Global Business (3 Credits). Requisite(s): BUS-1001. In this course, students learn which forces impact international expansion strategy and operations, and how industry and/or technological innovation and disruption influence international business strategy and operations. Emphasis is placed on the impact of political decisions related to international trade, the importance of understanding cultural diversity and the unique financial, logistical and human resource issues faced by global businesses. Students will explore entrepreneurial opportunities within a global context. **Typically offered:** On Demand

BUS-2003 Changes in Corporate Culture & Your Career (3 Credits). Requisite(s): AMS-1001 for students pursuing American Studies minor. This course is designed to explore the vast shifts in corporate culture which have occurred in the past century. The course will present an overall timeline of the changes within the corporate working environment and how it impacts employees, society and the products and services that are created. The historical timeline culminates with an in-depth study of organizations today and how a new employee will be expected to adapt to their unique corporate culture. The course will require students to use critical thinking skills to analyze the changes and how it will impact them in their careers. **Typically offered:** Spring Session

BUS-2004 Corporate Social Responsibility in Film Career (3 Credits). Requisite(s): BUS-1001 or ENT-1001. This course will examine a wide range of corporate social responsibility dilemmas, principles, and moral reasoning that impact contemporary businesses through examination of documentaries and popular films combined with real-world case studies. Students will explore how characters in films and business executives in cases confront issues, make choices, and face the consequences of corporate behavior. Through participation in discussions and group projects, students will clarify the importance of ethical and legal behavior in corporate management and explore the role of the company as a member of society. **Typically offered:** On Demand

BUS-2005 Sustainable Debt: Business Case Career (3 Credits). Requisite(s): BUS-1001 or ENT-1001. An increasing number of businesses have discovered that being green, socially responsible, or sustainable does not mean sacrificing profitability or business success. In addition, many businesses, especially multinationals, have decided that it is in there, as well as society's, best interests to work toward the United Nations' Sustainable Development Goals (SDGs), even though doing so brings new challenges to how business is done. This course has three purposes. First, it introduces students to the SDGs and what they mean. Second, it builds business cases for engaging in sustainable practices. And third, it provides tools to help students determine and analyze when and how conflicts between the first two can emerge. **Typically offered:** On Demand

BUS-2205 Management of a Small Business (3 Credits). Requisite(s): BUS-1001. Emphasis is placed on the individual responsibilities involved in operating a family business or in starting up a business such as a retail store, a distribution warehouse, a sales organization, a contracting firm, or any other type of

small business. Students study the legal aspects, financial processes, marketing methods, managerial techniques, and general operating procedures that will increase their abilities to achieve and maintain a profitable business entity. **Typically offered:** On Demand

BUS-2260 Business Writing: Jumpstart Your Career (3 Credits). Requisite(s): WRI-1100 or HON-5101. This course will provide instruction and practice in business writing and professionalism. **Typically offered:** On Demand

BUS-2772 Fashion Product Development and Sourcing (3 Credits). Requisite(s): Take 14 credits. Upper Freshman Standing. This course focuses on the product development, and sourcing processes of fashion brands, from idea generation, screening, concept development, prototyping, testing and commercialization of new products through launch. Cross-functional relationships among departments and managers responsible for the design, production, marketing, and sales are examined. Special emphasis on sustainability issues. **Typically offered:** Spring Session

BUS-3342 Business Ethics (3 Credits). Requisite(s): One 2000-level PHI course. Designed to illustrate that responsible behavior can be compatible with a healthy bottom line even in today's highly competitive business world. Basic philosophical and business doctrines are studied and applied to real-life situations. Issues examined include the merits of affirmative action, privacy rights of employees, environmentalism, whether cost savings justify outsourcing production to countries with little protection for workers and whether whistle blowers are protecting the public or betraying fellow employees. This course can be taken either as a business elective or as one of the three philosophy courses required of all students. Prerequisite: PHI 2201 or PHI 2203. 3 credits. Offered as needed. **Typically offered:** On Demand

BUS-4000 Business Research- Marketing (3 Credits). Requisite(s): None. Junior or Senior standing. An interdisciplinary approach to the study of recognizing and isolating business problems, while demonstrating the use of research as a management tool in guiding executive thinking and decision making. The scope and breadth of the research will be guided by the student's interests in collaboration with the instructor. **Typically offered:** On Demand

BUS-4001 Special Topics in Business (3 Credits). Requisite(s): None. Business is a rapidly changing discipline. The focus of this course is to address the need to cover different topics that are contemporary. Topics vary from semester to semester. **Typically offered:** On Demand

BUS-4004 Sports Entrepreneurship and Innovation (3 Credits). Requisite(s): None**.** This course examines the current trends of innovative and entrepreneurial movements in sports. The multibillion-dollar sports industry offers several entrepreneurial opportunities in the areas sports franchise, sports agency, and small sports business management professions and programs. Case studies of sport business ventures in professional and collegiate sports, and the sports apparel industry will be the emphasis on the material covered. This course will provide methods and practices of business plans and the financial aspects associated with entrepreneurial and small business ventures. **Typically offered:** On Demand

BUS-4007 Special Topic: Franchising (3 Credits). Requisite(s): MKT-2201; BUS1001 or ENT1001. In this course, students will learn about franchising and understand the legal requirements surrounding franchised businesses. **Typically offered:** On Demand

BUS-4009 Special Topic: Pricing Strategies (3 Credits). Requisite(s): MKT-2201. The role of the various pricing frameworks and tactics (e.g. value pricing, cost-plus, segmentation, bundling) in consumer behavior and implications for marketing strategies. Integration of behavioral economics frameworks and models of consumer behavior with particular attention given to understanding and analyzing the issues, problems, and opportunities characteristic of the theory and practice of setting prices. Pricing examples from various industries and legal aspects of pricing will also be discussed. **Typically offered:** On Demand

BUS-4011 Special Topics: Business Sustainability and the Role of Information Technology Media Marketing (3 Credits). Requisite(s): BUS-1001 or IT-1001. Sustainability has become mainstream concept. Many Fortune 500 companies have incorporated sustainability as part of their overall strategy and set sustainability targets. This has elevated the role of information and communication technologies (ICT). ICT emerged as an enabler for executing and measuring an organization's sustainability strategy. It is also a facilitator of innovative business models that contribute to sustainable development. The course provides an elementary overview of the concept of sustainability and how companies are integrating sustainability into their strategy. Students learn about the different sustainability rankings and ratings. Special attention will be given to how technology can contribute to sustainable development and environmental and social innovation. In the class students will discuss how businesses can successfully work with IT to advance the triple-bottom line based on the latest research insights and case studies. Students will be required to make a presentation about the sustainability strategy for a tech company at the end of the class. **Typically offered:** On Demand

BUS-4017 Special Topics: Business Culture and & Industries in Turkey, Faculty-Led Study Abroad (3 Credits). Requisite(s): BUS-1001. This course introduces students to major areas of business in Istanbul and enables them to understand the focus of business concentrations (course requires travel to Turkey). Examines how Turkish businesses use marketing, finance, accounting, human resources, management and technology skills. Includes an examination of diverse issues such as the role of small companies versus large corporations, going public and understanding the implications of legal, political, economic, international, environmental and ethical issues. Includes guest lectures and visiting businesses in Istanbul. This course will present an overview of Turkish business operations. It will discuss various techniques used by businesses today, what works, what doesn't work and why. It will help you understand the forces that impact business operations, such as the economy, cultural and environmental issues, and political and social pressures. Class Meeting Time (attendance is mandatory): May 16 Introduction May 18-25 Trip to Istanbul May 26-30 Online May 31 Presentation **Typically offered:** On Demand

BUS-4019 Special Topics: Marketing Innovation & New Product Development Study Abroad (3 Credits). Requisite(s): None. Chairperson's approval. This course is designed for business and non-business students who want to use their creativity and knowledge to create and market novel products and services for consumers. Students pursuing for-profit or non-profit entrepreneurship ventures will be required to create a value proposition for their innovation, strategies to protect their intellectual property, and a marketing plan to deliver their new product/service to customers. As a result of this course, students will be capable of conducting effective market analysis, industry analysis, competitive analysis, and risk analysis to successfully market an innovation for an entrepreneurship venture. **Typically offered:** On Demand

BUS-4022 Special Events Planning and Management (3 Credits). Requisite(s): BUS-1001. This course is designed for business and non-business students interested in learning the skills necessary to create, organize, budget, plan, promote and implement a wide range of events. This range includes but is not limited to fundraisers and auctions, special receptions, ceremonies and commemorative events, celebrations and reunions, weddings and galas, informative events, meetings and conferences. Through hands-on learning, case studies and guest lectures, students will develop skills necessary for creating their own entrepreneurial events or managing events for private or non-profit organizations. **Typically offered:** On Demand

BUS-4024 Fundraising and Community Relations (3 Credits). Requisite(s): BUS-1001. This course provides students with the fundamentals of fundraising and community relations with a special focus on nonprofit organizations, especially those challenges facing small to mid-sized community organizations; development of viable strategies for attracting diverse and sustained financial support for nonprofits; development of strategies for dealing with clients, area residents, members, trustees, legislators, the press, and other important constituents; practical, hands-on exploration of the skills and knowledge needed to equip managers of nonprofits to position their organizations effectively in the community. **Typically offered:** On Demand

BUS-4025 Sustainability and Marketing (3 Credits). Requisite(s): BUS-1001. Many Fortune 500 companies have incorporated sustainability as part of their overall strategy. They have set targets for their triple-bottom line, which includes environmental, social and governance performance metrics. Being a responsible company is good business. The seminar provides an elementary overview of the concept of sustainability, how companies are integrating sustainability into their strategy, and how sustainability can be communicated to company's stakeholder groups. They learn the spectrum of sustainability marketing - from sustainability reports to sustainability ratings. Students will discuss global sustainability trends, the rising consumer demand for green and socially responsible products, and potential traps, such as greenwashing. **Typically offered:** On Demand

BUS-4026 Human Resources and Technology (3 Credits). Requisite(s): HR-2201 or HR-2204. Technology has altered the Human Resources office as we've known it. The evolution of technology and software programs makes it possible to use systems and data techniques to streamline HR processes. We will explore recruitment, HRIS systems, performance management and social media strategies and their

impact on the organization. Whether it's planned for the company's future or creating and implementing cost cutting plans, the tools are available and ready to be part of our everyday duties. **Typically offered:** On Demand

BUS-4027 Topic: Nonprofit Management (3 Credits). Requisite(s): BUS-1001. This course provides an overview of the principal theories, management practices and challenges of nonprofit and non-governmental organizations. Through readings, case studies and first-hand accounts, students explore the role of non-profits in society, public affairs and facilitating social change. Attention is paid to helping students hone communication skills that will be needed throughout their time in the master's program, including self-expression (through class participation), group work (through analysis of a case study), academic writing (by completing two papers) and public speaking (case study presentation). **Typically offered:** On Demand

BUS-4990 Internship in Business (1-3 Credits). Requisite(s): None. Supervised work experience in various fields of business. Requires the submission of a written report. May be taken twice for credit. **Typically offered:** On Demand

BUS-4995 Independent Study in Business (1-3 Credits). Requisite(s): None. Individual research and study with the approval of the Management department. **Typically offered:** On Demand

BUS-4998 Capstone Business Policies (3 Credits). Requisite(s): FIN-3301 or ECO-3331; MKT-2201; MAT-2301 or BAN-3301; HR-2204. Senior Standing or 90 credits. The focus of this capstone course is a dynamic, competitive business simulation in which students run a company, filling the roles of managers in such areas as strategic planning, production, operations, marketing, and finance. Students learn about planning, time management, and team building in a business environment. **Typically offered:** All Sessions

BUS-5401 Contemporary Business Issues: Sustainable Development (3 Credits). Requisite(s): None. Contemporary Business Issues is the cover title for Honors courses with a business focus or theme. The theme that will be addressed will be multidisciplinary in nature and of topical interest. Suggested themes include but are not limited to: Sustainable Development; Business and Culture; Business and the Environment; Reconciling Nationalism and Globalization. Sustainable Development discusses how the disciplines of economics, political science, management, biology, geography, culture and history are comingled in the subject of how all humans can improve their standard of living without exceeding the earth's ability to sustain that standard of living; hence, sustainable development. **Typically offered:** On Demand

BUS-5402 Business Leaders in Us History Sustainable Development (3 Credits). Requisite(s): None. This course examines the use of biographies to explore and understand US Economic History. Beginning by evaluating the value of using Biographies as a means of exploring economic history, biographies of well-known entrepreneurs and successful business figures such as Vanderbilt, Rockefeller, Morgan and Gates will be studied. **Typically offered:** Fall Session

BUS-6995 Independent Study in Business (1-3 Credits). Requisite(s): None. Graduate students only. Independent research and study in a topic in Business including submission of a written report.

Prerequisites: graduate standing and approval of the department chairperson. **Typically offered:** On Demand

BUS-7999 Business Policies Capstone (3 Credits). Requisite(s): None. Graduate students only. The focus of this capstone course is a dynamic, competitive business simulation in which students run a company, filling the roles of managers in such areas as strategic planning, production, operations, marketing, and finance. Students first learn about the role of strategic planning through case analysis and then apply their skills in simulation. As managers, students handle labor negotiations, address total quality management issues, analyze and determine financing options, and address boards of directors. **Typically offered:** On Demand

Business Analytics (BAN):

BAN-1301 Fundamentals of Data Analytics (3 Credits). Requisite(s): IT-1001. This is an introductory course to the key areas of analytical processes, including how data is created, stored, accessed, and how an organization works with data and processes data to enable effective and useful analytics. The course focuses on understanding the fundamentals of data analytics as well as exploring basic analytics skills and tools through a hands-on approach. Topics include data analytics definitions and terminology, platforms, tools, algorithms and statistical models. The student will explore various models that can be utilized to help summarize, visualize, and interpret data in a variety of disciplines. **Typically offered:** Fall Session

BAN-2301 Spreadsheet Analytics (3 Credits). Requisite(s): IT-1001. This course is designed to advance analytical skills in business decision making in the spreadsheet environment. Topics include modeling techniques, spreadsheet functions and spreadsheet auditing, data management, data visualization, optimization, risk analysis and predictive modeling utilizing spreadsheet software. **Typically offered:** All Sessions

BAN-3301 Descriptive Analytics and Visualization (3 Credits). Requisite(s): MAT-1101, MAT-1105, MAT-1107. This course will develop the student's ability to organize, analyze, and interpret quantitative business and economic data. It introduces practical and usable methods of gathering and using business data to solve business problems, such as exploratory data analysis, probability concepts, and empirical probability distributions. It includes topics such as graphical data analysis, hypothesis testing, confidence intervals, and simple forecasting using regression techniques. To foster the technological competence so necessary in today's hypercompetitive business environment, analysis of data sets and problem solution using spreadsheet software, statistical analysis tools and graphing software. **Typically offered:** All Sessions

BAN-3308 Data Analytics for Business (3 Credits). Requisite(s): MAT-2301. This course explores business analytics skills, technologies, practices for continuous iterative exploration and investigation of past business performance to gain insight and drive business planning. Business analytics focuses on developing new insights and understanding of business performance based on

data and statistical methods. Building on descriptive analytics, the course will focus on predictive and prescriptive analytics. Topics will include the application of decision science in a business setting, regression analysis, forecasting techniques, optimization methods, and decision analysis. **Typically offered:** All Sessions

BAN-3309 Business Forecasting (3 Credits). Requisite(s): MAT-1109. Students become familiar with the needs of businesses to forecast demand and are exposed to techniques such as time series analysis and decomposition, regression analysis, moving averages and exponential smoothing, and "jackknife" methods. Qualitative techniques are also addressed, including "top-down" and "bottom-up" forecasting, Delphi Method, and "panel of experts" approach. Students are also exposed to software packages on the microcomputer. **Typically offered:** On Demand

BAN-3310 Production and Operations Management (3 Credits). Requisite(s): MAT-2301. This course introduces students to complex processes by which such inputs as land, labor, and capital are converted into outputs such as goods and services. Issues include production scheduling, integrated control systems, and control methods for quality, cost, inventory, and projects. **Typically offered:** On Demand

BAN-3311 Advanced Analytics and Business Intelligence (3 Credits). Requisite(s): BAN-3301. Data analytic and business intelligent techniques are applied to solve a variety of business problems. Topics include advanced regression modeling, financial modeling, categorical data analysis, online analytical processing, data mining, process mining, complex event processing, business performance management, benchmarking, text mining, predictive analytics, and prescriptive analytics to help identify, develop, and create new strategic business opportunities. Use of advanced statistical software. Lab fee. **Typically offered:** On Demand

BAN-4995 Independent Study in Business Analytics (3 Credits). Requisite(s): None. Individual research and study with the approval of the Management department. **Typically offered:** On Demand

BAN-6001 Business Analytics for Managers (3 Credits). Requisite(s): None. Graduate students only. This course will cover the application of quantitation techniques to solve business problems. Topics will include business applications of probability and statistics, forecasting techniques, and decision theory. **Typically offered:** All Sessions

BAN-6002 Predictive Analytics (3 Credits). Requisite(s): BAN-6001. Graduate students only. This course extends the ideas of regression analysis introduced in BAN 6001. It takes a modern approach applicable to managerial decision making in the presence of Big Data. While the course focus centers around prediction, the course will also explore and emphasize the trade-off between prediction power and model interpretability. As the business world rapidly progresses towards a paradigm of data-driven decision making, the primary goal of this course is to understand both the power and limitations of regression analysis. **Typically offered:** All Sessions

BAN-6003 Data Mining (3 Credits). Requisite(s): BAN-6001. Graduate students only. This course introduces students to the key concepts in the field of data mining and enhances understanding of the

issues that business organizations face. The course emphasizes concepts, principles, methods, implementation techniques, and applications of data mining, with a focus on pattern discovery, discussion of pattern evaluation measures; and explore their applications. The course will provide an opportunity for hands-on experimentation with algorithms for data mining using software and cases. **Typically offered:** All Sessions

BAN-6300 Emerging Issues of Technology in Analytics (3 Credits). Requisite(s): BAN-6001. Graduate students only. This course will explore emergent technology topics in business analytics. The subject matter will vary and will be chosen by the instructor prior to registration, with the approval of the department chair. Topics may include a survey of emergent technology issues in business analytics; an introduction to new technologies being utilized in business analytics; or a focus specifically on a small set of emergent technology issues in areas such as (but not limited to) data presentation, data governance, data sharing, machine learning, data visualization, predictive analytics, big data, data modeling, data mining, forecasting, decision analysis, data ethics, data literacy, data quality, or other contemporary issues in business analytics. **Typically offered:** All Sessions

BAN-6308 Business Analytics (3 Credits). Requisite(s): MAT-2301, MAT-1109 or MAT-2202; BAN-2301; BAN-6001. This course is focused on business analytics as the process of collating, sorting, processing, and studying business data, and using statistical models and iterative methodologies to transform data into business insights. It includes topics such as exploratory data analysis, probability concepts, empirical probability distributions, graphical data analysis, hypothesis testing, confidence intervals, and forecasting using regression techniques. To foster the technological competence analysis of data sets and problem solution using spreadsheet, statistical analysis, and graphing software will be emphasized. **Typically offered:** On Demand

Business Law (BL):

BL-2000 Law in U.S. Culture: From the Constitution to Law and Order (3 Credits). Requisite(s): AMS-1001; WRI-1100 or HON-5101. The course introduces students to law within the context of U.S. culture. Students start with an introduction to the U.S. legal system and then consider selected contemporary issues in the law, from birth, education, marriage and owning property to end-of-life issues surrounding death. Students learn how law is portrayed in U.S. culture by examining the treatment of law on television, in films and in literature. The course is directed to students in the American Studies Certificate Program and is open to all students. **Typically offered:** On Demand

BL-2101 Business Law I (3 Credits). Requisite(s): BUS-1001. Sophomore standing. An introduction to the law and U.S. legal system; dispute resolution; business crimes; torts; contracts, and sales under Article 2 of the Uniform Commercial Code; consumer protection law of warranties and product liability. **Typically offered:** All Sessions

BL-2102 Business Law II (3 Credits). Requisite(s): BL-2101. Agency; business forms; sole proprietorships, franchising, partnerships, limited liability companies, corporations; securities regulation; liability of accountants; property: personal, real, intellectual; bankruptcy. **Typically offered:** All Sessions

BL-2201 Women and the Law (3 Credits). Requisite(s): None**.** This course examines specific legal issues as they relate to women in the areas of employment; segregation by gender in education and athletics; health, marriage and reproductive rights; violence against women; treatment of women in the criminal justice system; and sex equality under international law. **Typically offered:** All Sessions

BL-2301 The Law of Death and Dying (3 Credits). Requisite(s): None**.** This course examines legal instruments designed to facilitate the care of person and property during life, such as powers of attorney, health care proxies and living wills; legal and ethical questions raised by end-of- life issues, including national and state laws on resuscitation, assisted suicide, stem-cell research, organ donation and medical marijuana; and estate planning instruments such as wills and trusts. **Typically offered:** All Sessions

BL-2401 Sports and the Law (3 Credits) Requisite(s): SPM-1001. Cross-listed with: SPM-2080. An introduction to law as it relates to sports management; U.S. legal process and court system; constitutional and anti-discrimination law; the law of torts, contracts, agency, labor, business organizations: franchising, sole proprietorships, partnerships, LLCs, and corporations; antitrust, intellectual property and licensing. **Typically offered:** All Sessions

BL-2501 Law in U.S. Culture: From the Constitution to Law and Order (3 Credits). Requisite(s): AMS-1001; WRI-1100 or HON-5101. The course introduces students to law within the context of U.S. culture. Students start with an introduction to the U.S. legal system and then consider selected contemporary issues in the law, from birth, education, marriage and owning property to end-of-life issues surrounding death. Students learn how law is portrayed in U.S. culture by examining the treatment of law on television, in films and in literature. The course is directed to students in the American Studies Certificate Program and is open to all students. **Typically offered:** On Demand

BL-3001 Real Estate Law Constitution to Law and Order (3 Credits). Requisite(s): BUS-1001; BL-2101. The course is designed to provide an overview of typical commercial real estate dealings that involve transfers of ownership in real property. Various business structures and relationships to hold direct and indirect interests in property are explored in this course. An analysis of financing techniques for the acquisition of real estate and indirect interests in ownership entities is conducted. This course also involves the study of project development activities and financing in the real estate sector. **Typically offered:** On Demand

BL-3101 International Business Law (3 Credits). Requisite(s): BL-2101. This course examines the origins of world legal system and sources of international law; legal risks of international business; resolution of international disputes; world trade law; law of international sales contracts; legal structures of global business; NAFTA and the European Union; international intellectual property, environmental and consumer protection issues. **Typically offered:** Fall Session

BL-4995 Independent Study in Bus Law (1-3 Credits). Requisite(s): None. Individual research and study--including submission of a written report. Maximum two semesters. Requires chairperson approval. **Typically offered:** On Demand

BL-5302 Law in US Culture: From the Constitution to Law and Order (3 Credits). Requisite(s): AMS-1001 for students pursuing American Studies minor. The course introduces students to law within the context of U.S. culture with the focus on contemporary legal issues in the United States. Students start with an introduction to the U.S. legal system, the role of lawyers in the United States and constitutional law. Students then consider selected current issues in the law. Topics include birth (abortion; adoption; citizenship); education (First Amendment issues; bullying under criminal and tort law) and marriage (age; consanguinity; same- sex). Students learn how law is portrayed in U.S. culture by examining the treatment of law on television, in films and in literature (court decisions, non-fiction and fictional writing). The course is directed to students in the Honors Program and is open to all students, including those in the American Studies Certificate Program, with permission of the director of the Honors Program. **Typically offered:** On Demand

Chemistry (CHE):

CHE-1000 Chemistry in Society (3 Credits). Requisite(s): None. Designed for non-science majors. Chemical principles are developed and applied to a series of major societal/technological issues such as global warming, water quality, acid rain, food additives, alternate energy sources, etc. Three lecture hours per week. 3 credits. Every year; day and evening. **Typically offered:** Fall Only

CHE-1101 Chemistry and Life I (4 Credits). Requisite(s): MAT-1101 or higher; CHE-1101L; CHE-1101R. Intended for non-science majors. Introduction to basic principles of chemistry; emphasis on application of these principles to living systems and their impact on present-day living. Two lectures, one recitation, and three lab hours per week. Lab fee. **Typically offered:** All Sessions

CHE-1101L Chemistry and Life I Laboratory (0 Credits). Requisite(s): CHE-1101. This is the laboratory portion for CHE-1101. **Typically offered:** All sessions

CHE-1102 Chemistry and Life II (4 Credits). Requisite(s): CHE-1101 or CHE-1201; CHE-1102L; CHE-1102R. Continuation of CHE 1101. Lab fee. **Typically offered:** All Sessions

CHE-1102L Chemistry and Life II Laboratory (0 Credits). Requisite(s): CHE-1102. This is the laboratory portion of CHE-1102. **Typically offered:** All Sessions

CHE-1105 Chemistry for Health Sciences (3 Credits). Requisite(s): MAT 1105 or Higher (except MAT-2301); CHE-1105L. This course is intended to provide students with a descriptive background in general, organic and biochemistry so that subsequent courses taken such as nutrition and pharmacology, can be appreciated on a molecular level. The first part of the course will focus on fundamentals of general chemistry dealing with the nature of atoms, atomic structure, bonding and role of nuclear chemistry in medicine. The second half of the course will focus on the structure and

nomenclature or organic and biomolecules and their role in health-related systems. **Typically offered:** Fall Session

CHE-1105L Chemistry for Health Science Laboratory (1 Credit). Requisite(s): MAT-1105 or Higher (except MAT-2301); CHE-1105. This course is a corequisite laboratory experience for CHE-1105. Students will conduct experiments that investigate a broad spectrum of chemistry, from general to organic and biological chemistry. You will investigate applications of chemistry to biological materials. This is a 3-hour lab. **Typically offered:** Fall Session

CHE-1201 General Chemistry I (4 Credits). Requisite(s): MAT-1105 or Higher (Except MAT-2301); CHE-1201L. This course is intended for science majors with a strong emphasis on the quantitative aspects of chemistry. The course begins with an investigation of the ways in which we represent atoms and molecules symbolically, and their structures and spectroscopic signals. We then consider properties related to their physical state: gases, liquids, and solids. Finally, we scale up our investigation to explore how we relate the submicroscopic realm of atoms and molecules to the physically observable macroscopic world by considering such aspects as stoichiometry and moles. **Typically offered:** All Sessions

CHE-1201L General Chemistry I Lab (1 Credit). Requisite(s): MAT-1105 or Higher (except MAT-2301); CHE-1201. This course is a corequisite laboratory experience to CHE-1201. Students will conduct experiments that investigate atomic structure, elemental and molecular properties, bonding and structure, and stoichiometry. Students will be evaluated on their practical and communication skills. This is a 3- hour lab. **Typically offered:** Fall Session

CHE-1202 General Chemistry II (4 Credits). Requisite(s): MAT-1107 or Higher (except MAT-2301); CHE-1201; CHE-1201L; CHE-1202L. This course is a continuation of CHE 1201. The principles learned in CHE-1201 will be applied in a more systematic way. Students will discover the reasons why chemical reactions occur (thermodynamics), how fast they occur (kinetics), and what happens when reactions and processes seem to stop (equilibrium). We then apply these systematic approaches to two basic reaction types: Acid/Base reactions and Electrochemical reactions. Couse materials will be covered using quantitative and qualitative approaches. **Typically offered:** All Sessions

CHE-1202L General Chemistry II Lab (1 Credit). Requisite(s): CHE-1201; CHE-1201L; CHE-1202; MAT-1107 or Higher (except MAT-2301). This course is a corequisite laboratory experience to CHE-1202. Students will conduct experiments that focus on a systematic approach-using principles of thermodynamics, kinetics, and equilibrium -to chemical and physical processes. These systematic approaches will be applied to acid/based chemistry and electrochemical reactions. This is a 3-hour lab. **Typically offered:** Spring Session

CHE-2001R Biochemical Recitation (0 Credits). Requisite(s): CHE 2001; CHE 2001L. **Typically offered:** Fall Session

CHE-2050 Analytical Chemistry (3 Credits). Requisite(s): CHE-1202; CHE-1202L; CHE-2050L. Students will build on material covered in CHE-1201/02. The emphasis is on the quantitative aspects of

chemistry. Students will apply quantitative methods to gravimetric and volumetric analysis, solubility products, acid-based reactions, oxidation-reduction reactions, and complex formation. Quantitative results will be assessed for precision and statistical relevance. **Typically offered:** On Demand

CHE-2050L Analytical Chemistry Laboratory (1 Credit). Requisite(s): CHE-1202; CHE-1202L; CHE-2050. This course is a corequisite laboratory experience for CHE-2050. Students will conduct experiments that apply chemical principles to chemical reactions and quantitatively analyze the results. Students will also use statistical analysis to determine the accuracy and precision of their results. This is a 3-hour lab. **Typically offered:** On Demand

CHE-2101 Organic Chemistry I (4 Credits). Requisite(s): CHE-1202; CHE-1202L; CHE-2101L. This course will prepare students to understand the role that organic chemistry plays in advanced chemistry and biology. You will learn about the different organic functional groups and how to systematically name them. The orientation of chemical groups is important, and you will apply theories of symmetry to the naming and reactivity of the various functional groups. **Typically offered:** All Sessions

CHE-2101L Organic Chemistry I Laboratory (1 Credit). Requisite(s): CHE-1202; CHE-1202L; CHE-2101. This course is a corequisite laboratory experience to CHE-2101. The course begins by demonstrating tools that allow students to differentiate between organic substances. Students will then apply their knowledge of stereochemistry to demonstrate an understanding of nomenclature. Most of the emphasis on the course involves developing skills that allow students to separate the compounds into a mixture, and some simple syntheses will be used to demonstrate understanding. This is a 4-hour lab. **Typically offered:** On Demand

CHE-2102 Organic Chemistry II (4 Credits). Requisite(s): CHE-2101; CHE-2101L; CHE-2102L. This course is the second in the organic chemistry sequence and is the continuation of CHE-2101. The course builds on the knowledge acquired in CHE-2101 and allows you to develop a deeper understanding of the chemistry of the various organic functional groups. The emphasis is placed on learning the principles behind reaction mechanisms and reagents. Furthermore, you will learn how to use spectroscopic techniques to identify the different functional group and molecular structures. **Typically offered:** All Sessions

CHE-2102L Organic Chemistry II Laboratory (1 Credit). Requisite(s): CHE-2101; CHE-2101L; CHE-2102. This course is a corequisite laboratory experience to CHE-2102 that builds on the synthetic and separation techniques introduced in CHE-2101L. You will perform additional organic syntheses that broaden skills developed in CHE 2101L. You will strengthen your skills at separating mixtures and apply spectroscopic techniques to identify unknown products. This is a 4-hour lab. **Typically offered:** Spring Session

CHE-2301 Inorganic Chemistry (3 Credits). Requisite(s): CHE-1202; CHE-1202L; CHE-2301L. Inorganic Chemistry is a vast subject comprising the chemistry of all 114 known elements and their compounds. Therefore, it is useful to understand the various principles that govern the chemistry of the elements so that memorization is minimized and critical analysis is maximized. The basic principles that

will be addressed are: Electronic structure, size, acidity, redox, thermodynamics, bonding, and properties. This course will provide a basic understanding of inorganic chemistry that allows for many applications to environmental and biological systems. **Typically offered:** On Demand

CHE-2301L Inorganic Chemistry Laboratory (1 Credit). Requisite(s): CHE-1202; CHE-1202L; CHE-2301. This course is a corequisite laboratory experience to CHE-2301. Students will conduct experiments that investigate thermodynamics, kinetics, equilibria, acid/base chemistry, and inorganic syntheses. This is a 3-hour lab. **Typically offered:** Spring Session

CHE-3001 Biochemistry (3 Credits). Requisite(s): CHE-2102; CHE-2102L; CHE-3001L. Biochemistry applies basic principles of chemistry - thermodynamics, kinetics, equilibrium, acids/bases to biological processes. The course will cover course deals with the properties of important biological molecules in cell biology, metabolism, and molecular genetics. An emphasis is placed on structure-function relationships and biosynthesis. **Typically offered:** All Sessions

CHE-3001L Biochemistry Laboratory (1 Credit). Requisite(s): CHE-2102; CHE-2102L; CHE-3001. Chemistry is the study of the nature of substances and their transformations. This course is designed to give you a glimpse of the general methods utilized in a biochemistry laboratory. You will perform techniques such as chromatography, SDS-PAGE gel electrophoresis, ion exchange chromatography, gel filtration, protein isolation, and enzyme kinetics. This is a 4-hour lab. **Typically offered:** Spring Session

CHE-3002 Bio-Analytical Chemistry (4 Credits). Requisite(s): CHE-2102; CHE-3002L; PHY-2002. For biology majors only. Theoretical and practical knowledge of modern analytical chemistry including statistics, volumetric and gravimetric analysis, chemical and electrochemical equilibrium, acid-base, and chemistry. Introduction to instrumental methods of analysis including spectrophotometry, FT-IR, and Chromatography (HPLC, GC-MS, GC). Two lectures and five lab hours per week. Lab fee. **Typically offered:** On Demand

CHE-3002L Bio-Analytical Chemistry Lab (0 Credits). Requisite(s): CHE-3002. This is the lab component for CHE-3002. Five lab hours per week. Lab fee. **Typically offered:** On Demand

CHE-4001 Physical Chemistry I (3 Credits). Requisite(s): CHE-2102; CHE-2102L; MAT-2203; CHE-4001L; PHY-2002; PHY-2002L. Atomic, molecular and crystal structure; thermodynamics; solution properties; chemical kinetics; and electrochemistry. **Typically offered:** On Demand

CHE-4001L Physical Chemistry 1 Laboratory (1 Credit). Requisite(s): CHE-2102; CHE-2102L; MAT-2203; CHE-4001; PHY-2002; PHY-2002L. This course is a corequisite laboratory experience for CHE-4001. Experiments that investigate Thermodynamics; solution properties; chemical kinetics; and electrochemistry will be conducted. This is a 4- hour lab. **Typically offered:** On Demand

CHE-4002 Physical Chemistry 2 (3 Credits). Requisite(s): CHE-4001; CHE-4001L; CHE-4002L. An in-depth exploration of topics relevant to physical chemistry including Quantum chemistry; Atomic and molecular structure; Molecular spectroscopy. **Typically offered:** On Demand

CHE-4002L Physical Chemistry 2 Laboratory (1 Credit). Requisite(s): CHE-4001; CHE-4001L; CHE-4002. This course is a corequisite laboratory experience for CHE-4002. Experiments that investigate Quantum chemistry, Atomic and molecular structure, Molecular spectroscopy will be conducted. This is a 4-hour lab. **Typically offered:** On Demand

CHE-4050 Instrumental Methods of Analysis (3 Credits). Requisite(s): CHE-2050 ; CHE-2050L ; CHE-4001 ; CHE-4001L ; CHE-4050L. Understanding what instruments to use - and what information that they provide - is vital in chemistry. Instruments allow us to identify chemicals and to follow the progress of chemical reactions. By the end of this course, you will have gained an understanding and appreciation for the theory, basic design and applications of three categories of chemical instrumentation: (1) spectroscopic, (2) electrochemical (potentiometric only) and (3) instruments and methods used for chemical separations. Most of the emphasis of the material will be spectroscopy. **Typically offered:** On Demand

CHE-4050L Instrumental Methods of Analysis Laboratory (1 Credit). Requisite(s): CHE-2050; CHE-2050L; CHE-4001; CHE-4001L; CHE-4050. This course is a corequisite laboratory experience to CHE-4050. You will apply spectroscopy, chromatography, electroanalytical chemistry and mass spectrometry in the laboratory and gain experience in using modern chemical instrumentation. This is a 4-hour lab. **Typically offered:** Fall Session

CHE-4990 Internship in Chemistry (1-2 Credits). Requisite(s): None. Students may intern during the summer at approved research and development companies. The student must maintain a comprehensive daily log of work activities signed by their supervisor to be reported to the Chairperson when requested. Internships must be approved by the department Chairperson. **Typically offered:** On Demand

CHE-4993 Chemical Research I (3 Credits). Requisite(s): None. Independent laboratory research under faculty guidance. **Typically offered:** On Demand

CHE-4994 Chemical Research II (3 Credits). Requisite(s): CHE-4993. This course is a continuation of CHE 4993. **Typically offered:** On Demand

CHE-4995 Independent Study in Chemistry (1-5 Credits). Requisite(s): None. Individual research in an approved area. Library research, conferences, reports, or special projects. Approval of the department Chairperson is required. **Typically offered:** On Demand

CHE-4996 Independent Study in Chemistry (1-4 Credits). Requisite(s): None. Individual research in an approved area. Library research, conferences, reports, or special projects. Approval of the department Chairperson is required. **Typically offered:** On Demand

CHE-4998 Senior Project (3 Credits). Requisite(s): None. Open to seniors in Chemistry majors. Individual investigation in some special field of chemistry may involve literature or laboratory research. Required of majors in senior year. **Typically offered:** On Demand

CHE-5001 Honors Seminar: Understanding Our Environment (3 Credits). Requisite(s): None. At the heart of the Franciscan tradition is a quest to live a more moral and authentic life where our role is to serve

as custodians of the earth. As custodians it is vital that we acknowledge the current state of our environment and act in ways that improve that status. To this end it is necessary to be able to evaluate information pertaining to the environment and to place that information in its proper perspective. This course will lead us to an investigation of the history of environmentalism, the speciation and toxicology of chemicals, health and quality of life issues, regulatory controls, the economy, and politics. We will then examine in greater depth several current and historical environmental cases. By the end of this course, you should be able to critically evaluate issues of environmental concern and to determine the best way that we as individuals, and as a group, can be agents of positive change and thereby proceed as custodians of the earth. **Typically offered:** On Demand

CHE-5002 A Short History of Nearly Everything Environment (3 Credits). Requisite(s): None. Science is not, as you may imagine, a series of technically dense theories, with heavy calculations and mind-bending feats of logic. Oh no! Science is interspersed with humor, betrayal, sadness; the full range of human experience. and a series of technically dense theories with heavy calculations and mind-bending feats of logic. This course will not only provide you with an overview of the best scientific ideas of what we currently understand, but also the various trials and tribulations of the personalities of those individuals that brought us those ideas. **Typically offered:** On Demand

Childhood Education (CED):

CED-2200 Methods of Effective Teaching in the Inclusive Classroom (1-6) (3 Credits). Requisite(s): Complete ED-1201 with a grade of B or higher; Complete ED-2020 with a grade of B or higher. Study of basic principles, instructional practices, and necessary competencies in effectively teaching in the inclusive classroom. Emphasis is on developing learner-centered approaches and encouraging pro-social behaviors. **Typically offered:** All Sessions

CED-3000 Methods of Instruction in Science (grades 1-6) (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher. Study of basic principles, instructional practices, curricular trends, and necessary competencies in effectively teaching science in the elementary classroom. **Typically offered:** All Sessions

CED-3200 Methods of Instruction in Mathematics (grades 1-6) (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher; MAT-1103; MAT-1104. Study of basic principles, instructional practices, curricular trends, and necessary competencies in effectively teaching mathematics in the elementary classroom. **Typically offered:** Spring Session

CED-3300 Methods of Instruction in Writing (grades 1-6) (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher. Study of basic principles, instructional practices, curricular trends, and necessary competencies in effectively teaching writing in the elementary classroom. **Typically offered:** Fall Session

CED-3700 Methods of Instruction in Social Studies and Geography (grades 1-6) (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher; Completed 6 credits and cumulative 3.0 GPA or higher. Study of basic principles, instructional practices, curricular trends, and necessary competencies in effectively teaching social studies and geography in the elementary school classroom. **Typically offered:** On Demand

CED-4300 Methods of Instruction in Beginning Reading (grades 1-6) (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher. Study of basic principles, instructional practices, curricular trends, and necessary competencies in effectively teaching beginning reading. **Typically offered:** On Demand

CED-4990 Supervised Student Teaching (6 Credits). Requisite(s): None. Two full-time placements in an elementary school, middle school, or high school (as appropriate to the student's teaching level) of the student's senior year. Includes a bi-weekly seminar at the College. Restrictions apply regarding the number of other courses that may be taken during this semester. Course fee. **Typically offered:** All Sessions

CED-4995 Independent Study (1-3 Credits). Requisite(s): None. Independent work in an area of special interest. Special project, report, or term paper. **Typically offered:** On Demand

Communication (COM):

COM-1000 Fundamentals of Public Speaking (3 Credits). Requisite(s): None. An introductory course teaching research, organization and basic practice of extemporaneous speaking; students will develop an appreciative understanding of the art of speechmaking in institutional and public settings. Speech projects will be organized according to purpose, such as informational, persuasive and celebratory modes. Exemplary topics for inquiry and discussion will include speech writing, argumentation, audience awareness, feedback, communication apprehension and emerging issues in public discourse. No prerequisites, offered every semester, required of all students at St. Francis College. **Typically offered:** All Sessions

COM-1001 Introduction to Media Production (3 Credits). Requisite(s): None. This course will introduce students to media creation across three forms of media, which may include audio, video, and web-based content. Students in the course will analyze diverse media texts and create their own audio, video and one other project. **Typically offered:** All Sessions

COM-2000 Mass Communication (3 Credits). Requisite(s): None. This course surveys electronic and print media in America, including radio, television, cable, commercial filmmaking, newspapers, and magazines. The course examines the history of mass communication forms, their eco-nomic and social functions, along with social media, global communication and current controversies. **Typically offered:** All Sessions

COM-2001 Writing for Media (3 Credits). Requisite(s): WRI-1000 or WRI-1100. This course introduces students to the fundamentals of writing across the media: advertising, public relations,

dramatic scripts, gaming, and online/broadcast news. Students will complete a variety of creative projects, and apply basic theory, through reading and discussion. **Typically offered:** All Sessions

COM-2002 Introduction to Advertising (3 Credits). Requisite(s): COM-2000. This introductory course surveys advertising techniques and functions. The course covers topics such as the development of an advertising plan: copywriting, media planning, campaign development, and strategy. Strong emphasis is placed on the analysis of TV, radio, and print commercials. The relationship among budgetary, creative, and planning functions will be investigated, as well as advertising's impact on popular culture and thought. **Typically offered:** All Sessions

COM-2003 Introduction to Game Studies (3 Credits). Requisite(s): LWP-1000. In this course we will historicize the technological development of video games as a medium and delve into the field of Game Studies, alongside other critical theories, to understand how scholars, journalists, developers, and critics have studied and created video games. We will play games, critique games, theorize games, and pitch our own game. In Ready Player One we will learn how to become critical game players and scholars. **Typically offered:** On Demand

COM-2015 Mass Media and Society (3 Credits). Requisite(s): COM-1000. This course explores issues in the interaction between Mass Media and Society of the course is to develop critical perspectives on mass media, considering the interplay between media institutions, media content, culture, audiences, and society as well as the media's shifting relationships to politics, commerce, and identity. **Typically offered:** On Demand

COM-2030 Women in Film and Video (3 Credits). Requisite(s): COM-1000. This course examines women's contribution to film and video from multiple perspectives, introducing students to women's importance in film history as well as analyzing the work of contemporary women directors. The course will also examine what role moving images play in the construction of gender roles. Media viewed will range from Hollywood films to avant-garde video and will include films from several distinct cultural contexts, drawing on film and video created in at least three of the following contexts: Asia, Africa, South America, Australia, New Zealand, and Europe. Students will read and critique feminist film and media theory and examine women's roles in moving image media from across a cultural perspective. **Typically offered:** All Sessions

COM-2040 Interpersonal Communication (3 Credits). Requisite(s): COM-1000. This course introduces basic principles of interpersonal communication. The course presents both a theoretical perspective and a practical application of the concepts through student activities and exercises. Areas of investigation include communication theory, communication models, perception, language, communication breakdowns, non-verbal communication, self-concept, social roles, listening, and conflict management. **Typically offered:** All Sessions

COM-2100 Acting I: Voice and Movement (3 Credits). Requisite(s): COM-1000. This intermediate course introduces students to the basic techniques and theories of acting. Students perform exercises in the fundamentals of voice, movement, and concentration. Performance of contemporary dramatic

scenes provides students with the opportunity to practice scene and character analysis **Typically offered:** All Sessions

COM-2110 Acting II: Scene Study (3 Credits). Requisite(s): COM-2100. This advanced course introduces various acting techniques employed in theater, television, and film. Contemporary scenes are videotaped and played for discussion and analysis. Scenes from classic dramatic literature are also performed, directed, and evaluated. Conducted as a workshop. **Typically offered:** Spring Session

COM-2111 Language of Film (3 Credits). Requisite(s): WRI-1100. This course introduces students to film aesthetics through the analysis of film form and style. The course aims to provide students with fluency in, and an understanding of film's unique language as it evolves technologically, historically, and generically. Beyond teaching students how to recognize and describe formal choices and techniques, students will be asked to engage in close readings of films, attending to the greater aesthetic significance and stakes of formal choices and innovations evident within a particular film, directorial oeuvre, period or movement. Understanding form in relation to content, we will look at the conventions of narrative film, the employment of formal techniques like cinematography - including shot sizes (from close-up to long shot), composition of shots, and lighting; editing, mise-en-scene; and the use of sound as they function within particular filmic contexts and as they function within film's systemic languages (like that of continuity editing and genre). **Typically offered:** Spring Session

COM-2206 Topic: Practicum in Sports Journalism (3 Credits). Requisite(s): COM-2000. This class will provide students with the necessary skills to develop content across multiple platforms. Before any assignments, students will learn the basics of how to build relationships to develop sources and how to craft content that can travel across all platforms. Class instruction will develop the skillsets needed to research, report and write game stories and longform feature stories. The instruction will focus on best practices used in today's media landscape; we will concentrate on how to effectively utilize social media platforms (X and IG) to share content and develop followers. There will be guest lectures (mostly, virtually; in person when possible) to give students a chance to hear from professionals. At the end of this class, students will be ready for assignments covering local college and professional sports teams. **Typically offered:** Spring Session

COM-2300 Media Research Methods (3 Credits). Requisite(s): COM-1000; COM-2000. In this course, students will investigate research methods in media and communication to become more knowledgeable consumers and producers of research from popular and academic sources. Topics covered will include what research is and why it's important, the process of conducting research, methods of textual analysis, and quantitative, qualitative, and historical methods. Students will apply learning topics through case study inquiry and in course projects. **Typically offered:** All Sessions

COM-3000 Topics in Mass Communications (3 Credits). Requisite(s): COM-2000. An advanced intermediate course, COM 3000 continues the examination of issues begun in COM 304, investigating selected problems and controversies in the contemporary mass media from the perspective of practitioners. Topics include censorship and legal issues, the artistic strategies of popular forms, and new technologies and opportunities in the electronic media. **Typically offered:** On Demand

COM-3003 Topics: Intro to Screen Writing Audio Production (3 Credits). Requisite(s): COM-2000. In this course we'll examine the fundamentals of movie structure and its narrative components: story, character, action, dialogue, etc. We'll discuss film genres and watch clips of popular (and not so popular) feature films and shorts. We'll analyze scenes from the motion pictures and screenplays that are considered models of story architecture, and much more. But most of all, we'll do a lot of writing projects. **Typically offered:** On Demand

COM-3016 Experimental and Avant-Garde Film (3 Credits). Requisite(s): COM-2000 or Instructor's Consent. This course explores the history, politics and aesthetics of American and European experimental and avant-garde film. Examining the development, major trends and techniques of experimental and non- narrative filmmaking in relation to key art movements and theoretical debates of the 20th and into the 21st century, we will see how these film and filmmakers challenged the dominant commercial cinemas of Europe and the United States. Topics include formalism, surrealism, political modernism, the culture industry, pop art, and feminism. **Typically offered:** On Demand

COM-3100 History of Film (3 Credits). Requisite(s): COM-2000. This intermediate course surveys major film styles, directors, and movements in international cinema from 1890 to the present. The basic techniques of filmmaking are explored as are the fundamental topics in film theory and criticism. **Typically offered:** On Demand

COM-3101 Gender, Race, & Class in Media (3 Credits). Requisite(s): COM-2015. This course will allow students to study how concepts of gender, race, and class are formed and changed by media including firm, television, journalism, music, and advertising. Building on theories of the interaction between media and culture explored in Mass Media and Society, students will examine, discuss, and write about case studies of the ways media influences and shapes concepts and discourses relating to gender, race, and class. **Typically offered:** Fall Session

COM-3102 Advertising and Society (3 Credits). Requisite(s): COM-1000; COM-2000. This course examines the role of advertising as an economic force and a form of cultural representation and the social implications of the role of consumerism in contemporary American society. The course surveys the history of advertising in the United States and investigates the changing strategies that have been used by advertisers from the 19th to the 21st centuries. It approaches advertisements as texts that indicate cultural norms of their time and that can be understood through textual analysis. This course examines the broader context of consumerism in which advertising is a key factor. It thus provides a cultural approach to advertising and its history, to understand both advertising as a central component in capitalist economies and its role as an indicator of cultural attitudes and ideologies. **Typically offered:** Spring Session

COM-3103 Digital Media Cultures (3 Credits). Requisite(s): COM-1000; COM-2015 or COM-2000. This course examines the socio-cultural implications of digital media technologies and new media innovation, and questions critically the impact, challenges, and opportunities of community and communication in the digital era. Throughout the course students will ask critical questions about their

own online habits to better understand the ways in which digital media shapes, influences, and intersects with culture and identity in varying contexts. **Typically offered:** On Demand

COM-3104 History of Broadcasting and Audio Media (3 Credits). Requisite(s): COM-2015. This course provides a comprehensive overview of the history of American broadcasting and digital sound media from early radio to television to the current age of digital media, the internet, and mobile devices. Students will examine questions related to technologies, culture, economy, and society. **Typically offered:** On Demand

COM-3105 Audio Production I (3 Credits). Requisite(s): COM-1001; COM-2000. In this course, students will be introduced to the field of audio production for film, television, and digital media. They will learn to craft narratives, write scripts, conduct interviews, conduct research, and record, edit and mix sound through group projects. In addition, students will collaborate and create narrative podcasting projects that will be posted to the web and broadcast over the college's radio station. **Typically offered:** On Demand

COM-3106 Visual Design (3 Credits). Requisite(s): COM-2000. This course introduces students to the principles and practices of visual design for advertising, news, print, and web-based media. The objective is to understand design essentials, from theory to practice, to develop basic design literacy as well as applied skills. You will first explore how visuals contribute to the field of communication as well as create an understanding of our world. From hieroglyphs to medieval lettering to photoshop, we will examine how visual communication can be artistic, practical and commercial in nature. **Typically offered:** On Demand

COM-3110 Studies in Film (3 Credits). Requisite(s): COM-2000. This intermediate course considers selected topics, filmmakers, and film genres in cinema history, emphasizing the techniques employed that are specific to film and the contribution of film directors, writers, and cinematographers to their developing art. **Typically offered:** On Demand

COM-3120 History of Television (3 Credits). Requisite(s): COM-2000. An advanced course that traces the development of broadcast television from inception to today's entertainment. A survey of television's favorite genres, creative highpoints, and most memorable celebrities. Intended for advertising- and broadcast-track students. **Typically offered:** Fall Session

COM-3130 Digital Radio Industry (3 Credits). Requisite(s): COM-2000. This advanced course introduces the art and business of radio broadcasting for broadcast and advertising students. It offers a hands-on approach to today's media with exploration of radio's audiences, sponsors, and societal impact. **Typically offered:** On Demand

COM-3150 Popular Music (3 Credits). Requisite(s): COM-2000; AMS-1001 for students pursuing American Studies minor. This course will introduce students to the numerous debates within the study of popular music in Western Europe and North America. We will examine the cultural surfacing of the concepts of high and low culture, the ideologies behind such distinctions, the identities mean for our understanding and appreciation of mass or popular culture. Among the topics discussed will include the

consequences of mass production and other technological innovations on music styles and consumer habits, the music styles that formed, or were formed by, youth subcultures, issues of gender, race and class representation in popular music and the effects of other media as well as globalization on popular music. **Typically offered:** On Demand

COM-3200 News Writing (3 Credits). Requisite(s): WRI-1100; HON-5101 or COM-2001; COM-3400. This intermediate course introduces students to the rudiments of journalism. Students are taught the fundamentals of reporting and writing the news for today's print and broadcast media. While emphasis falls on fact gathering, interviewing, and writing techniques, special attention is also paid to copy editing, developing the body of a story, handling breaking news stories, and covering beats. This course requires extensive writing and familiarity with mass communication theory. **Typically offered:** Fall Only

COM-3230 Sports Broadcasting (3 Credits). Requisite(s): COM-2000. This is a comprehensive introduction to the world of sports broadcasting. Subject matter will include (but not be limited to) preparation for play-by-play and color commentary assignments, in-studio sportscasts, monologues, interviews, and voiceover highlights. **Typically offered:** On Demand

COM-3300 Television Studio Production (3 Credits). Requisite(s): COM-2000. This intermediate course introduces students to the importance of radio and television directing and camera work, floor supervision, audio operation, and control room operation. Students produce several television segments such as news, commercials, and dramatic programs in this hands-on course open to limited numbers. **Typically offered:** Fall and Spring Sessions

COM-3301 Digital Media Production I (3 Credits). Requisite(s): COM-1001; COM-2000. This intermediate video production course is an introduction to digital moviemaking. Students produce several individual projects, mastering scriptwriting skills, storyboarding, cinematography, digital editing image and sound. **Typically offered:** Fall and Spring Sessions

COM-3400 Persuasion (3 Credits). Requisite(s): COM-1000; COM-2000. This intermediate keystone course studies classic and current persuasive theory as applied to advertising, public relations, law, politics, and media campaigns. This course emphasizes analysis of messages and their rhetorical and psychological structure, while also teaching tactics and strategies through applied examples. Uses and abuse of persuasive methods are considered, as well as the impact of media developments on modern communications and traditional thought processes. **Typically offered:** All Sessions

COM-3601 Political Communication (3 Credits). Requisite(s): COM-2000; COM-3400. This course is an introduction to the theory, trends and criticism of political communication. Emphasis will be placed on the role of mass media technology in the political process, both in history and engaging contemporary transformations. Topics will include, among others, structural analysis of political and media institutions and the dynamic of their relationship, rhetorical and cultural analysis of news reporting, message construction and advertising in political campaigns and the forming of public opinion. **Typically offered:** On Demand

COM-4100 Film Criticism (3 Credits). Requisite(s): COM-2111; COM-3100. An advanced course, COM 4100 teaches film analysis and writing, examining the relationship between film theory, criticism, and production. Emphasis is placed on close analysis of specific films and examples of film literature. Students write several critical essays on films seen both inside and outside of class. **Typically offered:** Fall Session

COM-4101 Audio Production II (3 Credits). Requisite(s): COM-3105. As the second course in a two-part sequence, students will learn advanced techniques in digital sound recording, editing, mixing, and sound design. Advanced audio technologies are used in sound editing films. T.V. and Digital Media will also be explored. **Typically offered:** Fall Session

COM-4310 Advanced Television Studio Production (3 Credits). Requisite(s): COM-3300. This course is designed to give students experience in production of advanced television programs. It provides students with the chance to work in production teams to achieve their goals. In class, students will be required to produce and direct a full television show from the pre- production stage (development) through the production stage (the actual taping of the show). **Typically offered:** On Demand

COM-4320 Digital Media Production II (3 Credits). Requisite(s): COM-3100 or COM-3110; COM-3301. This course teaches digital moviemaking emphasizing the application of more complex production and post-production techniques in both dramatic and documentary projects. **Typically offered:** On Demand

COM-4340 Documentary Workshop (3 Credits). Requisite(s): COM-1001 or COM-3301. An advanced course in the special problems and techniques of documentary film and video production, covering areas of direction, script writing, pre-production, and the specific production and post-production skills used in a documentary. Students produce projects and may collaborate on several productions as well as analyze examples of documentary formats in film and television. **Typically offered:** Fall Session

COM-4410 Creative Advertising (3 Credits). Requisite(s): COM-2000; COM-3400; COM-2002. An advanced course teaching creative techniques used in print and electronic advertising. Emphasis falls on copywriting and design, using the latest desktop publishing, brochure, and web site development methods. Students produce creative products to fit promotional specifications while learning how to integrate art and copy demands with marketing goals. **Typically offered:** On Demand

COM-4420 Public Relations (3 Credits). Requisite(s): COM-2001; COM-2002; COM-3400. An advanced course designed specifically for communications majors. Introduces basic skills and creative techniques employed in the development of public relations campaigns. Special emphasis is placed on the creation of messages and the selection of media. Applications include the crafting of press releases, development of video and film releases, speech writing, and oral presentations. Examples examined are drawn from government, industry, and politics. The goal of the course is to present the public relations function against a backdrop of social dynamics and essential communication processes contributing to its effectiveness. **Typically offered:** Fall and Spring Sessions

COM-4600 Globalization of Media, Communication & Technology (3 Credits). Requisite(s): COM-2000; COM-3100 or COM-3110. While you hear the term globalization used in academic, popular, and business discourses, the aim of this course is to bring context and clarity to the concept through an in-depth investigation into its complex dimensions - technological, cultural, historical, economic, political, environmental, and ideological - and the role played by the mass media and technology industries. As a seminar course, students will delve into globalization through close reading on issues of human rights, equity, and ethics, and the driving force and framing of ideologies as communicated by the mass media and technology industries that have exacerbated inequalities throughout the world. Through service learning with a local community service organization, students will engage with people in their local communities to make real the importance of community and connection in an increasingly fragmented and polarized world. **Typically offered:** Spring Session

COM-4611 Communications and the Law (3 Credits). Requisite(s): COM-2111 or COM-3100 or COM-3100 or COM-3400. An advanced course that explores the relationship of communications issues to legal proceedings and theory. While First Amendment issues are addressed, attention is also given to the relationship of the press to the courts, television to the courts, and the impact of mass communication technology on matters of justice and due process. **Typically offered:** Fall Session

COM-4990 Field Experience in Communication Arts (1-3 Credits). Requisite(s): None. Open to Communication majors with Junior or Senior status. Department chair approval required. An advanced course open to majors with junior or senior standing. Students are encouraged to engage in field experience. Assignments depend on the availability of suitable programs. The instructor agrees to guide and evaluate the quality of work and research undertaken. Field experience must relate to the area of communication in which the student has specialized. During an internship, students must maintain a comprehensive daily log of personal work activities and attend a series of seminars during the field experience period. Students may take COM-4990 twice in different semesters. **Typically offered:** On Demand

COM-4991 Field Experience in Communication Arts On Campus (1-3 Credits). Requisite(s): None. Open to junior or senior communications majors with a 3.0, GPA. Department approval required. An advanced course open to majors with an overall 3.0 index and/or significant accomplishments in the field of communications. Students are encouraged to engage in field experience. Assignments depend on the availability of suitable programs. The instructor agrees to guide and evaluate the quality of work and research undertaken. Field experience must relate to the area of communication in which the student has specialized. During an internship, students must maintain a comprehensive daily log of personal work activities and attend a series of seminars during the field experience period. **Typically offered:** On Demand

COM-4995 Independent Study in Communication (1-4 Credits). Requisite(s): None. Junior or senior standing with a GPA of 3.0 or higher. This advanced course requires a research project concentrating on one area of communications. A written and/or video and/or oral report is required at the end of the study. Conducted as a tutorial. **Typically offered:** On Demand

COM-4996 Capstone Practicum (3 Credits). **Requisite(s):** None. Open only to Seniors. Department chair approval required. Students will work together in production crews to create media content for a client, which could be an SFC department, campus initiative, and/ or local business/nonprofit. Students will listen to clients' needs, create pitches, present them to the client, and receive feedback from clients, professors, and fellow students to revise the project. **Typically offered:** On Demand

COM-4997 Senior Comprehensive- Tutorial (3 Credits). Requisite(s): None. Open only to Seniors. Department chair approval required. This is the tutorial version of COM 4998. A capstone course. Required of all communication majors before graduation and taken during the senior year, COM 4997 aims to evaluate the academic competence of the student. The student's individual thesis, report, performance, exam or project is supervised by a chosen mentor with occasional outside evaluation. **Typically offered:** On Demand

COM-4998 Capstone Seminar (3 Credits). Requisite(s): None. Senior standing. Approval of Department Chair required. A capstone course required of all communication majors before graduation and take during the senior year, COM 4998 aims to evaluate the competence of the student in their area of concentration by guiding them through an independent project from conception to literature review standing, formal proposal, and completion. The student's individual creative or research project is supervised by a mentor with occasional outside evaluation. Research projects are generally 25-page research papers, creative projects have included documentary and fiction video projects, audio podcasts, advertising campaigns, theatrical performances, magazines, and/or online portfolios of creative work. **Typically offered:** On Demand

COM-5010 Movie Vision: Fiction and Film in American Cinema (Honors) (3 Credits). Requisite(s): None. Open to Honors Students. This Seminar is a critical examination of American films and film culture. The course examines a body of films grouped by theme, genre, director or historical period. Students will learn how to analyze films such as texts, examining cinematography, editing, sound, narrative structure, genre, film theory and/or historical context. The films chosen may be produced inside or outside of the U.S. to pinpoint the influence of American film culture on world culture and vice versa. **Typically offered:** On Demand

COM-5011 Critical Studies in Film (3 Credits). Requisite(s): None. Instructor's approval. The socio-political rise of the masses and the development of mass media in the nineteenth century brought with it particular problems regarding the role of media in forming a modern society. Through the mass media, or culture industries as they are referred to in Critical Theory, a spectacular culture has emerged. Where in our lives can we see the influence of mass or popular culture? How do cultural forms affect the conceptualization of social reality? These and other questions will be examined in this course through the film's viewings and readings about art and modern media. **Typically offered:** Spring Session

COM-5012. Propaganda and Mass Production (3 Credits). Requisite(s): None. This course will analyze the development, theories, principles and techniques of propaganda and mass persuasion in both totalitarian and democratic societies. For the most part, we will examine propaganda scholarship, a field which concerns itself with the engineering of perception, mobilization and consent. We will study propaganda and mass persuasion in

war and peace, including advertising. Through films, graphic and printed materials, we will also examine propaganda and mass persuasion from an historical perspective, considering the roles of propaganda and mass persuasion in the past and present and their implications for the future. **Typically offered:** On Demand

COM-5013 Studies in German Cinema (3 Credits). Requisite(s): None. Instructor's approval. This course introduces German cinema by surveying important German films in historical, cultural and technical contexts. Depending on the particular focus of the seminar, films from the Wilhelmine period through contemporary times could be discussed. Our readings and discussions will examine through a lens of critical and theoretical materials the context in which films were produced and how they were received. By the end of this course students should understand the unique qualities of German national cinema, a deeper appreciation for film aesthetics, and superior recognition of sound argumentation in critical film studies. **Typically offered:** On Demand

COM-5014 Collective Memory, Culture and Communication (3 Credits). Requisite(s): None. Instructor's approval. In this course we explore how groups, nations and societies remember the past. We think about how past events are imagined, constructed, communicated and contested through culture from the perspectives of different models of collective memory and via case studies. Throughout the semester we will seek to answer questions about how ethical, moral and political concerns shape memory: How do survivors of collective trauma articulate loss? What are appropriates ways to remember war and political violence? What and who is remembered, and how? What role do aesthetic representations play in shaping and articulating memory? Who has the right, power, or authority to decide what happens at a particular site of public memory? Through discussions centered around the politics of collective memory we will interrogate the promise to never forget. **Typically offered:** On Demand

COM-5015 Media and Politics (3 Credits). Requisite(s): HON-5012. This course is an introduction to the field of media and politics: the study of how communication between members of the public, the media, advocacy groups, and politicians shape democratic societies. We will examine the communication efforts of each of these entities with a particular focus on how citizens come to understand politics through mass communication experiences, the prevailing channels by which most people are engaged. **Typically offered:** On Demand

COM-5600 Global Communications (3 Credits). Requisite(s): None. An advanced course, designed as a seminar embracing an interdisciplinary approach to global communications and international relations. Attention is paid to issues surrounding human rights and the debates over the right to communicate. Specific topics covered in the seminar include interethnic communication, interpersonal skills in a multicultural environment, intercultural and ethnic minority media relations, theories of global communications, and communication in war and conflict. The underlying thrust of the seminar is the necessity for an understanding of cultural differences and a critical approach to the structure and relations of the media from a global perspective. **Typically offered:** On Demand

Computer Science (CS):

CS-1000 Introduction to Computer Science (3 Credits). Requisite(s): None. This course is an introduction to computer science and the art of programming with or without prior programming experience. As an entry-level course, it focuses on teaching students how to think algorithmically and solve problems efficiently. Topics include abstraction, algorithms, data structure, encapsulation, resource management, security, software engineering, and web development. **Typically offered:** All Sessions

CS-2000 Discrete Structures (3 Credits). Requisite(s): CS-1000 or IT-1104; MAT-1107 or MAT-1109. This course covers fundamental ideas from discrete mathematics essentials for computer science students. It focuses on topics that are foundational for future courses including algorithms, artificial intelligence, programming languages, theoretical computer science, computer systems, cryptography, networks, computer/network security, databases, and compilers. **Typically offered:** All Sessions

CS-3000 Computer Science Capstone Project (3 Credits). Requisite(s): IT-2105; IT-3510. This course presents modern software engineering techniques and examines the software life cycle, including software specification, design, implementation, testing, and maintenance. The course evaluates past and current trends in software development practices including agile software development, methods such as Extreme Programming (XP), Agile Modeling (AM), Scrum DevOps, and Site Reliability Engineering (SRE). This course gives an overview of methods and techniques used in agile software processes, contrasts agile approaches with traditional software development methods, and discusses the advantages of both classes of methodologies. The course also explores ethical and legal issues related to software development, such as intellectual property rights, data privacy, and security concerns. **Typically offered:** All Sessions

CS-4998 CS Capstone Project (3 Credits). Requisite(s): IT-3301; CS-3000. The goal of this course is to provide students with an opportunity to integrate what they have learned in earlier computer science courses, deepen their understanding of that material, extend their area of knowledge, and apply their knowledge and skills in a realistic simulation of professional experience. The result must be a substantial software product. **Typically offered:** All Sessions

CS-6001 Foundations of Programming, Data Structures & Algorithms (3 Credits). Requisite(s): None. This course explores methods of computer programming-the algorithmic aspects of computer science and the theoretical constructs common to all high-level programming languages. **Typically offered:** All Sessions

CS-6002 Computer Organization and Architecture (3 Credits). Requisite(s): CS-6001. This course explores methods of computer programming-the algorithmic aspects of computer science and the theoretical constructs common to all high-level programming languages. **Typically offered:** All Sessions

CS-6003 Design and Analysis of Algorithms (3 Credits). Requisite(s): CS-6001. This course introduces methods for the design and analysis of efficient algorithms emphasizing methods useful in practice. Different algorithms for a given computational task are presented, and their relative merits are evaluated based on performance measures. The following computational problems are discussed: sorting, searching, elements of dynamic programming and greedy algorithms, advances data structures, graph algorithms

(shortest path, spanning tress, tree traversals), string matching, elements of computational geometry, and NP-completeness. **Typically offered:** All Sessions

CS-6004 Principles of Programming Languages (3 Credits). Requisite(s): CS-6003. A programming language provides a way to express an algorithm and computational structure. Different languages have produced distinct styles of expression or paradigms. This course explores some of these important paradigms. Students will develop practical competency in languages representing distinct paradigms while also exploring criteria for language selection. Topics will include object-oriented programming, functional programming, logic programming, procedural programming, and programming for concurrency and distributed computing. **Typically offered:** All Sessions

CS-6005 Software Engineering (3 Credits). Requisite(s): CS-6002; CS-6003. Software engineering is the branch of computer science that creates practical, cost-effective solutions to computing and information processing problems. This course covers the fundamentals of software engineering including understanding system requirements, finding appropriate engineering compromises, effective methods of design, coding, and testing, team software development, and the application of engineering tools. **Typically offered:** All Sessions

CS-6998 Capstone Project in Computer Science (3 Credits). Requisite(s): CS-6005. This course applies the foundational concepts of computer science through a comprehensive project, chosen by the students following their career goals. Students will be required to plan, research and develop in conjunction with the students' interests such as cyber security, information technology, or programming. The result must be a substantial software product. **Typically offered:** All Sessions

Criminal Justice (CJ):

CJ-1020 Introduction to Criminal Justice (3 Credits). Requisite(s): None. This course introduces the student to the structure, operations and philosophy of the American system of criminal justice. **Typically offered:** All Sessions

CJ-1200 Conditioning and Training (3 Credits). Requisite(s): None. Fitness, exercise, health and conditioning for everyone. This course will also help to prepare students for federal job standard fitness tests. **Typically offered:** All Sessions

CJ-2010 Criminology (3 Credits) Requisite(s): SOC-1000. The course explores the study of crime causation, primarily from a sociological perspective. Students are introduced to theories that explain nature, extent, patterns, and control of criminal and delinquent behavior. **Typically offered:** On Demand

CJ-2030 Policing in American Society (3 Credits). Requisite(s): CJ-1020. This course provides the student with a comprehensive review of current police practices and procedures. Attention will be paid to the development of police ethics, control of corruption, and the administration of a large police agency. **Typically offered:** On Demand

CJ-2040 Probation and Parole (3 Credits) Requisite(s): CJ-1020. The historical and legal foundations of the modern practices of probation and parole in America are studied. The course will emphasize the administration and organization of the probation and parole system. **Typically offered:** On Demand

CJ-2050 Correctional Systems (3 Credits). Requisite(s): CJ-1020. This course will address many of the issues concerning correctional institutions, for example: the organization and function of the prison system, the role of the corrections officer in the rehabilitative process, modern thought concerning prison reform, the character of the modern prisoner, and prisoners' and officers' rights. **Typically offered:** On Demand

CJ-2061 Introduction to Homeland Security (3 Credits). Requisite(s): CJ-1020. The course exists to introduce interested St. Francis College students to the operations of the United States Department of Homeland Security. The Department of Homeland Security was created following the terrorist attacks of September 11, 2001. DHS currently encompasses twenty- two federal agencies, including the Secret Service, US Coast Guard, TSA, FEMA, and US Customs and Border Protection. The course is a requirement for students who declare *concentration* in Homeland Security. The course will fit well in the field's curriculum as a specialized topical course of instruction for students who seek employment with the federal government, particularly with agencies in the Department of Homeland Security. **Typically offered:** On Demand

CJ-2062 Terrorism and Counterterrorism (3 Credits). Requisite(s): CJ-1020. The student will be exposed to explanatory theories of terrorism with an eye to the creation of counterterrorism policy, while appreciating the delicate balance of protecting civil rights in a democratic society. **Typically offered:** On Demand

CJ-2064 Aviation Security (3 Credits) Requisite(s): CJ-1020. The course will analyze security procedures, programs, systems and equipment in the aviation industry. Pertinent legislation concerning aviation security is reviewed from a historical and modern perspective. **Typically offered:** On Demand

CJ-2080 Rights of the Accused and the Victim (3 Credits). Requisite(s): CJ-1020. This course will present a legal review of the constitutional, statutory and procedural rights of the accused in the matters of lawful arrest, fair trial, and just sentence. **Typically offered:** On Demand

CJ-3000 American Criminal Courts (3 Credits). Requisite(s): CJ-1020. This course provides a survey of the basic elements of American criminal law and provides an analysis of current legal issues. Attention is given to state laws in New York. **Typically offered:** On Demand

CJ-3010 Forensic Science (3 Credits). Requisite(s): CJ-1020. This course will introduce the student to the techniques of scientific criminal investigation with emphasis on the value of various scientific aids to the officer, detective, or field investigator. This course will examine techniques used in investigating major criminal cases such as kidnapping, arson, bombings, and organized crime. **Typically offered:** On Demand

CJ-3012 Criminal Investigations (3 Credits) Requisite(s): CJ-1020. This course will introduce the student to the actors and basic stages in the process of investigating a major crime scene. The student will become familiar with the techniques of interview and interrogation, evidence collection, and chain of custody issues. The course will also introduce the student to the roles and duties of the responding officer, the detective, the evidence collection officer, and the supervising officer. **Typically offered:** Spring Session

CJ-3013 Media, Crime, & Criminal Justice (3 Credits). Requisite(s): CJ-1020. This course focuses on the intersection of criminality, crime, and mass media. The student will explore media representations of those involved in the criminal justice system including law enforcement, offenders, and victims. Various media formats will be discussed as well as fictional and non-fictional representations of crime. **Typically offered:** Fall Session

CJ-3014 Victimology (3 Credits). Requisite(s): CJ-1020. This course offers a comprehensive survey of the field of victimology, particularly the empirical study of victimization and crime victims. We will explore the history of victimology, the role of victimologists, and responses to victimization. **Typically offered:** On Demand

CJ-3015 Prisons and Prisoners in the U.S. (3 Credits). Requisite(s): SOC-1000 or CJ-1020. The course analyzes and critiques the history and current realities of punishment in America. The inexorable links between prisons, prisoners, and racial, ethnic, and socio-economic status will be examined. The students will analyze the realities of prison life including issues of violence, education, healthcare, drug treatment, and mental health issues. Challenges to reentry will be addressed. **Typically offered:** On Demand

CJ-3016 Sex Crimes and American Justice (3 Credits). Requisite(s): SOC-1000 or CJ-1020 This course focuses on the history and social reaction to sex offenders and sex crimes in America. We exam research related to treatment, management, and recidivism. We critically analyze the history and social context of emerging mechanisms of social control aimed at curbing sex offenses including sex offender registries and community notification laws. This course is part of the American Studies minor. **Typically offered:** On Demand

CJ-3017 Wrongful Convictions (3 Credits) Requisite(s): SOC-1000 or CJ-1020. This course introduces students to factors associated with wrongful convictions including eyewitness misidentification, false confessions, forensic error, informant testimony, and prosecutorial misconduct. Students examine the consequences of wrongful convictions and assess the impact on exonerates, their families, and the broader community. Students will assess policy solutions to address these injustices. **Typically offered:** On Demand

CJ-3020 Security and the Private Sector (3 Credits). Requisite(s): CJ-1020. This is an introduction to the field of private security. An overview of security organizations, policies, and personnel is presented. **Typically offered:** On Demand

CJ-3040 Organized Crime (3 Credits). Requisite(s): CJ-1020. The course will trace the history and development of organized crime in this country. Investigative techniques for penetrating organized criminal activities and prosecution strategies will be discussed. **Typically offered:** On Demand

CJ-3050 Crimes of the Powerful (3 Credits). Requisite(s): CJ-1020. This course will study the history and prevalence of occupational, corporate, and computer crimes in a modern setting. Investigative and prosecution strategies will also be addressed. **Typically Offered:** On Demand

CJ-3070 Addictions I (3 Credits). Requisite(s): SOC-1000. Cross-listed with: PSY-2130. Review of research and theories concerning all forms of addictive behavior, including drug, alcohol, gambling, and sex addictions. This course is a Criminal Justice elective. **Typically Offered:** On Demand

CJ-3075 Addictions II (3 Credits). Requisite(s): CJ-3070 or PSY-2130. Cross-listed with: PSY-2131. Review of therapeutic techniques for all forms of addictive behavior. Outside sources are used to supplement class materials. This course is a Criminal Justice elective. **Typically Offered:** On Demand

CJ-3080 Juvenile Justice (3 Credits). Requisite(s): CJ-1020. The nature, prevalence, and causality of juvenile delinquency are studied in this course. The criminal justice system's response to delinquency is also discussed in detail. **Typically Offered:** On Demand

CJ-3090 Contemporary Issues in Amer Law Enforcement (3 Credits). Requisite(s): CJ-1020. The role of the law enforcement officer in the modern urban setting will be studied. Attention will be paid to the use of community policing and the operation of law enforcement in a multicultural setting. **Typically offered:** Spring Session

CJ-4000 Special Topics in Criminal Justice (3 Credits). Requisite(s): None. Granted Access. This course will explore specific, identified topics in the field of criminal justice. The subject matter will be selected by the instructor prior to registration, with approval of the department chairperson. **Typically Offered:** On Demand

CJ-4001 Special Topics in Criminal Justice: Trial Advocacy (3 Credits). Requisite(s): CJ-1020. Special topics course. **Typically Offered:** On Demand

CJ-4003 Topic: Wrongful Convictions (3 Credits). Requisite(s): None. The United States has 6% of the world's population and 25% of the world's prisoners. One percent of the American population is currently incarcerated or on parole. This matter of great concern has garnered media attention in recent years owing to advances in forensics that have exonerated people falsely accused and convicted of serious felonies, typically murder and rape. This course will examine some of the legal, ethical and sociological implications pertaining to this issue. A variety of provocative questions will be considered. What constitutes a fair trial? What is the role of the plea bargain in sentencing today, and to what extent does the plea bargain circumvent the right to trial by jury? To what extent are confessions coerced? What political and economic factors influence mass imprisonment in America today? **Typically Offered:** On Demand

CJ-4004 Topic: Criminal Investigations (3 Credits). Requisite(s): None. Special topics course. **Typically Offered:** On Demand

CJ-4005 Topic: Patterns in Crime (3 Credits). Requisite(s): None. Patterns in Crime is a special topics course that will introduce the student to fundamental techniques and practices used by crime analysts

and profilers. The first half of the semester will cover the use of crime reports to discern temporal-spatial patterns in criminal behavior. The second half of the semester will explore the investigative technique commonly known as criminal profiling. **Typically Offered:** On Demand

CJ-4007 Topic: Fire Safety & Arson Investigation (3 Credits). Requisite(s): CJ-1020. This course provides the students with a comprehensive study of issues pertaining to fire safety and loss control. An examination of current topics and recent professional standards will be conducted. Attention will be paid to issues regarding the retrieval and protection of evidence in an arson investigation. **Typically offered:** On Demand

CJ-4008 Topic: Cultural Criminology (3 Credits). Requisite(s): CJ-1020. This course provides an examination of the intersection between culture, crime, and social control. We will explore crime in the context of contemporary society defined by mediated images (e.g. film, television, comic books, etc.) and the increasing commodification of violence (e.g. tabloid justice). With a focus on aesthetics, we will explore styles and symbols of culture and assess the criminalization of subcultures (e.g. graffiti writers, biker gangs, youth culture, etc.). **Typically offered:** On Demand

CJ-4009 Topic: Sex Crimes and American Justice (3 Credits). Requisite(s): CJ-1020. This course will focus on the history and current responses to sex offenses and sex crimes in the U.S. criminal justice, legal, and mental health systems. We will examine issues relating to sex offender treatment and management, as well as recidivism. We will also examine sex offender reform efforts and examine the history and context of sex panics in U.S. history. Additionally, we will be exploring current initiatives and laws aimed at addressing and curbing sexual violence. This class will examine the impact of the public sex offender registry, implemented as federal law in the U.S. in 1996, and the enormous body of criminal justice and social science research analyzing the registry that has emerged as a result. The class will involve lectures, discussions, and guest speakers and experts from the fields of law, criminal justice, and psychology. We will also address current debates surrounding responses to sex crimes and sex offenses on American college campuses as well as issues of sexual harassment in the workplace. This course will also be part of the American Studies minor. **Typically offered:** On Demand

CJ-4010 Topic: The Death Penalty (3 Credits). Requisite(s): CJ-1020. The United States is the only constitutional democracy that retains the death penalty as a criminal justice penalty. While there is growing pressure from other democracies and allies to abolish this practice, support for the death penalty remains strong. This course will examine the realities surrounding the implementation of the death penalty in the United States, including growing awareness of wrongful convictions that result from a flawed and imperfect criminal justice system (as of 2017, there have been almost 2000 people exonerations). The course will analyze theories and approaches to death penalty by researchers and scholars, in the fields of both law and social science. We will focus on the history and current manifestation of the death penalty, public attitudes and support, methods of execution, how capital cases are processed in the criminal justice system, the use of DNA evidence and new technology, the impact of race and class on trial and penalty outcomes, and the effectiveness of the death penalty to reduce crime. Each student will complete a

comprehensive research project on the death penalty that will include an in-depth case study of a wrongful conviction and exoneration of an individual sentenced to death. **Typically offered:** On Demand

CJ-4011 Special Topic: Deviance (3 Credits). Requisite(s): CJ-1020. This class offers an overview of the criminological and sociological study of deviance to critically assess its relevance in contemporary U.S. society. We will not only learn about a variety of deviance theories but also examine how they help explain the nature of aberrant behaviors, the actions and labeling of deviants, and the application of social control. Some of these theories will challenge or altogether refute your current framework of thinking. In doing so, you will be asked to consider the complexity of defining deviance, the role that society plays in assigning this designation, and the various systems of social control that have been developed to eliminate deviance. **Typically offered:** On Demand

CJ-4012 Special Topic: Cyber-Criminology (3 Credits). Requisite(s): CJ-1020. Rapid advancements in technology and the exponential growth in Internet use have spawned a wide array of computer and technology related cybercrimes, deviant and criminal online identities, and new types of social control and enforcement responses. This course provides students with a foundational overview of the technical, social, theoretical, and legal aspects to understanding crime/deviance, victimization, and social control responses in the context of cyberspace. By exploring the threats, technologies, and participants of cybercrime and deviance and the various countermeasures used to combat them, we will attempt to better understand the theories and tools that facilitate scientific exploration of these phenomena, including the social, cultural, and legal issues created and affected by online crime and social control responses. **Typically offered:** Fall Session

CJ-4013 Special Topic: Race & Crime (3 Credits) Requisite(s): CJ-1020. This class is designed to provide sociological, criminological, and legal analyses of the American justice system as a mechanism for racialized social control. Problems of inequality are as old as the nation itself, and inequality has had a long and stubborn life in the American experience. On one hand, ideas of race, class, gender, and orientation are human inventions. When viewed over time, these social constructions become what are referred to as the prevailing order or social structure of a society (e.g., upper, middle, and lower classes). That is, races and classes become organized in ways that provide certain groups with advantages at the expense of less advantaged groups. By examining both historical and contemporary topics related to race, crime, victimization, and the pursuit of justice, we will see that our evolving society in the United States has made ardent strides over time to promote equality and demonize overt and purposeful acts of discrimination. But how effective have these measures been proven for providing protection and promoting true equality (e.g., use of force by law enforcement, racially representative jury trial, etc.) in practice? Does the criminal justice system work in a fair and evenhanded way regardless of individuals' race, class, gender, and orientation? Or do the complex intersections of race (and gender, socioeconomic status, sexual orientation), crime, and justice really reflect how unconscious biases and more hidden forms of institutional discrimination and structural racism help perpetuate a system of racial caste in the United States? This class will explore these challenges to better understand why we fall short of achieving a truly equitable justice system. **Typically offered:** On Demand

CJ-4015 Special Topic: Justice in Brooklyn (3 Credits). Requisite(s): CJ-1020. In this course, students will study the history and current realities of the criminal justice system in Brooklyn, one of the nation's most populous and most densely populated boroughs. Students will have the opportunity to observe court proceedings, hear directly from prosecutors and defense attorneys working in local criminal, civil, and federal courts, and assess the unique challenges faced by legal actors and courts in an economically, racially, and ethnically diverse urban setting. This course will also analyze the criminal justice innovations first implemented in Brooklyn as demonstration projects that have since been implemented throughout the country, including specialized drug, domestic violence, and gun courts. Finally, students will explore the collateral consequences of mass incarceration on communities and families and gain familiarity with the efforts of local organizers fighting for bail reform, restorative justice programs, and other efforts to increase access to community justice. **Typically offered:** On Demand

CJ-4017 Special Topics in CJ: Serial Killers (3 Credits). Requisite(s): CJ-1020. The purpose of this class is to provide you with an overview of the phenomenon of serial homicide and critically assess its existence in contemporary U.S. society. The course is designed to demonstrate the complexity in defining serial homicide; the role society plays in assigning this designation; and the factors that influence social and cultural representations of serial murder, criminal offending, and the ways that we define victimization. In addition to reviewing various serial homicide typologies and the nature and etiology of multiple murders, particular focus will be given to role of mass media (both news and entertainment) in socially constructing the phenomenon of serial homicide, including the killers themselves, their victims, and the law enforcement officials who investigate their crimes. By examining portrayals of serial, spree, and mass killings in entertainment and news media, we will explore how and why cultural depictions of mass murder influence our personal understandings of crime, criminality, victimization, and justice system, more broadly, in ways that diverge from objective reality. **Typically offered:** On Demand

CJ-4018 Special Topic: Criminal Subcultures (3 Credits). Requisite(s): CJ-1020. This course will explore different subcultures and subcultural theories of crime. We will also conduct in-depth analyses of several distinct criminal subcultures. Finally, this course will consider the various ways in which criminal subcultures emerge, and the extent to which criminal subcultures offer opportunities to those with limited access to legitimate paths to success. **Typically offered:** Spring Session

CJ-4019 Special Topic: The Death Penalty (3 Credits). Requisite(s): CJ-1020 or SOC-1000. The United States, almost alone among constitutional democracies, retains death as a criminal punishment. This course examines the legal, social, and ethical implications of capital punishment in the United States, with a particular focus on Supreme Court decisions since the early 1970s. During the semester we will critically assess modern executions by identifying the (1) social factors that influence our mold our individual and collective understandings of the death penalty, and (2) the legal and empirical analyses that expose students to capital punishment as a researchable subject. Topical areas will examine the following dimensions of America's death penalty: its history, status, public support/opposition, judicial tinkering that has narrowed the death penalty's scope, race and capital punishment, and its impact and

efficacy. In doing so, we will unpack the moral complexity and ambiguities of deciding who lives and who dies when capital punishment is interpreted (in a practical and constitutional sense) and applied in practice by less than perfect humans. **Typically offered:** On Demand

CJ-4990 Internship in Criminal Justice (3 Credits). Requisite(s): None. 24 CJ credits & Junior Standing or 60 credits. Students may intern at approved sites under professional supervision. Internships must be approved by the department chairman and are subject to availability. **Typically offered:** On Demand

CJ-4991 Internship in Criminal Justice (3 Credits). Requisite(s): CJ-4990. This course is available only to those students who are participating in the New York Police Department Police Cadet Program. This internship must be approved by the department Chairperson. **Typically offered:** On Demand

CJ-4995 Independent Study in Criminal Justice (1-6 Credits). Requisite(s): CJ-1020. This course allows the student to engage in a semester-long, detailed examination of a criminal justice topic. The course may be taken only with the permission of the instructor and the department chairperson prior to registration. **Typically offered:** On Demand

CJ-4998 Criminal Justice Senior Thesis (3 Credits) Requisite(s): 30 credits in CJ and SOC (excluding SOC-1000). Senior Standing or 90 credits A culminating seminar for senior criminal justice majors only. This course will integrate concepts, knowledge and practices the students have acquired during their studies in criminal justice. The student will produce a paper of scholarly status on a selected topic of criminal justice research. The course satisfies the College's requirement for a comprehensive examination or project. **Typically offered:** All Sessions

CJ-5400 Honors Seminar: Culture and Crime (3 Credits). Requisite(s): None. This course provides an examination of the intersection between culture, crime, and social control. We will explore crime in the context of contemporary society defined by mediated images (e.g. news, film, television, comic books, video games, etc.) and the increasing commodification of violence (e.g. tabloid justice, crime-based reality shows). With a focus on aesthetics, we will explore styles and symbols of culture and assess the criminalization of subcultures (e.g. graffiti writers, critical mass, youth culture, etc.). **Typically offered:** Fall Session

Cybersecurity (CYB):

CYB-2000 Critical Infrastructure Security Foundations (3 Credits). Requisite(s): CS-1000. This course provides a foundational understanding of how to protect critical infrastructure systems from cyber and physical threats. Students will develop skills in assessing vulnerabilities, managing risks, and implementing security measures to ensure the resilience and reliability of essential services such as energy, water, transportation, and communications. Emphasis is placed on applying security principles and frameworks tailored to the unique challenges of critical infrastructure environments. **Typically offered:** All Sessions

CYB-2001 Emerging Technologies in Critical Infrastructure (3 Credits). Requisite(s): CS-1000. This course examines the transformative impact on technologies such as Artificial Intelligence (AI), Blockchain, Internet of Things (IoT), and Quantum Computing on sectors like energy, healthcare, finance, and transportation. While these innovations enhance efficiency and capability, they also introduce new security risks and regulatory complexities. This course explores the security implications, risk management strategies, and policy frameworks essentials for protecting critical infrastructure that integrates emerging technologies. Students will engage in case studies, security risk analysis labs, discussions, and research assignments designed to prepare them for cybersecurity roles in rapidly evolving tech environments. **Typically offered:** All Sessions

CYB-2002 TSA/CISA Compliance and Risk Management (3 Credits). Requisite(s): IT-1103. A cornerstone of cybersecurity, especially for critical infrastructure sectors such as transportation, energy, and healthcare, this course provides students with a deep understanding of TSA and CISA cybersecurity directives, compliance frameworks, and risk management methodologies. Through a structured and practical approach, students engage in weekly labs, case studies, discussion posts, and readings designed to build real-world skills. By the end of the course, students will be well-prepared for careers in regulatory compliance, cybersecurity governance, and risk management within critical infrastructure environments. **Typically offered:** All Sessions

CYB-3000 Cybersecurity Leadership and Strategy (3 Credits). Requisite(s): CYB-2000. This course prepares students to become effective cybersecurity leaders by equipping them with the skills to develop and implement strategic security initiatives. Students will learn how to design governance frameworks, assess and manage risk, and lead incident response efforts. Emphasizing leadership and decision-making, the course adopts a structured, practical approach through weekly case studies, hands-on simulations, readings, and discussion posts. By the end of the course, students will be able to guide organizations in navigating complex cybersecurity challenges with confidence and competence. **Typically offered:** All Sessions

CYB-3001 Threat Detection and Incident Response (3 Credits). Requisite(s): CYB-2000. This course equips students with the skills needed to detect, analyze, and respond to cyber incidents in real time. As cyber threats grow in sophistication, the course emphasizes the importance of Security Operation Center (SOC) workflows, threat intelligence, and digital forensics. Through a structured, hands-on approach, students engage in labs, case studies, discussion posts, and readings to prepare for careers in SOC operations, incident response, and cyber threat intelligence. **Typically offered:** All Sessions

CYB-3002 Security Architecture for Critical Systems (3 Credits). Requisite(s): CS-2000. The course explores enterprise security architecture with an emphasis on the secure design of critical systems, risk mitigation strategies, and compliance with regulatory requirements. The course equips students with practical skills through weekly case studies, hands-on architecture design labs, discussion posts, and assigned readings. Students will gain experience designing secure architecture for systems that support critical infrastructure, financial services, and national security, preparing them for roles in security architecture, enterprise risk management, and infrastructure protection. **Typically offered:** All Sessions

CYB-3003 Cloud Security Architecture (3 Credits). Requisite(s): CYB-2000. This course explores the fundamental concepts and technical components involved in designing secure cloud environments. Students will study cloud service models, deployment types, and core security principles including identity and access management, encryption methods, and network security within cloud platforms. Emphasis is placed on developing skills to assess vulnerabilities, apply security controls, and implement best practices for protecting cloud infrastructures. **Typically offered:** All Sessions

CYB-3010 Cybersecurity Risk Quantification and Finance Impact (3 Credits). Requisite(s): CYB-2000. The course equips students with practical methodologies to quantify cyber risk in financial terms. The course emphasizes how cybersecurity threats translate into measurable business impact, enabling professionals to communicate effectively with executives and decision-makers. Students will explore risk modeling, impact analysis, and compliance frameworks, preparing them for roles that bridge the gap between technical operations and strategic cybersecurity leadership. **Typically offered:** All Sessions

CYB-3011 Industrial Control Systems Security (3 Credits). Requisite(s): CYB-2000. This course provides students with technical expertise in securing Industrial Control Systems (ICS), SCADA (Supervisory Control and Data Acquisition), and Operational Technology (OT) networks. Students analyze real-world cyber threats to industrial systems, perform hands-on penetrating testing in ICS environments and apply industry frameworks such as NIST 800-82, ISA/IEC 62443, and DHS CISA guidelines. It prepares students for roles in ICS security engineering, SCADA network protection, and industrial cybersecurity risk management. **Typically offered:** All Sessions

CYB-3012 Offensive Security and Ethical Hacking for Critical Infrastructure (3 Credits). Requisite(s): CYB-2001. This course addresses cyber threats targeting critical infrastructure sectors such as energy, transportation, and healthcare, requiring specialized offensive security techniques to identify and mitigate vulnerabilities. Students gain hands-on experience in penetration testing to ethically assess and secure critical systems. The course prepares students for careers in penetration testing, red teaming, offensive security research, and critical infrastructure security consulting. **Typically offered:** All Sessions

CYB-3013 Supply Chain Security Management (3 Credits). Requisite(s): CYB-2000. This course provides students with an in-depth understanding of cybersecurity threats, vulnerabilities, and risk management strategies within global supply chains. Students will analyze cyber threats to logistics, procurement, and vendor management, conduct supply chain security risk assessments, and apply compliance frameworks such as ISO 28000, NIST 800-161, and CISA's Supply Chain Risk Management (SCRM) guidelines. This course prepares students for roles in supply chain security analysis, logistics cybersecurity, vendor risk management, and cyber risk governance. **Typically offered:** All Sessions

CYB-3014 Transportation Systems Cybersecurity (3 Credits). Requisite(s): CYB-2000. This course explores cybersecurity challenges in aviation, rail, maritime, and roadway systems. Students will analyze transportation network vulnerabilities, perform security testing on vehicular and aviation control systems, and apply TSA and CISA cybersecurity directives. This course prepares students for roles in transportation cybersecurity engineering, aviation security, and smart infrastructure protection. Typically offered: All Sessions

CYB-4010 Advanced Digital Forensics and Incident Investigation (3 Credits). Requisite(s): CYB-3001. This course equips students with hands-on skills in forensic investigation to detect, analyze, and mitigate security breaches. The course also prepares students for careers in incident response, forensic analysis, law enforcement investigations, and cybersecurity compliance. These areas are especially important today, as cyberattacks continue to grow in complexity, making digital forensics and incident investigation essential components of an effective cybersecurity strategy. **Typically offered:** All Sessions

CYB-4998 Capstone: Critical Infrastructure Protection (3 Credits). Requisite(s): CYB-3002. This course serves as the culminating experience for students, integrating cybersecurity leadership, risk management, compliance, security architecture, and emerging technologies into a comprehensive real-world security project. Students will conduct a full-scale security assessment, develop mitigation strategies, and present a professional security report for a critical infrastructure sector of their choice (e.g., energy, transportation, finance, healthcare, or government). This capstone project will provide students with hands-on experience, preparing them for careers in cybersecurity leadership, risk management, and infrastructure security consulting. **Typically offered:** All Sessions

CYB-6000 Critical Infrastructure Security Foundations (3 Credits). Requisite(s): None. This course provides students with a comprehensive understanding of securing essential systems that underpin national security, economic stability, and public safety. This course covers foundational cybersecurity principles, threat landscapes, and attack vectors targeting critical infrastructure sectors such as energy, transportation, healthcare, and finance. Students will develop technical, analytical, and professional skills to assess risks, design resilient architectures, and implement robust security controls. **Typically offered:** All Sessions

CYB-6001 Security Architecture for Critical Systems (3 Credits). Requisite(s): None. This course focuses on designing, implementing, and managing Security Operations Centers (SOC). Students will gain hands-on experience in threat detection, incident response, and operational scalability, aligned with standards such as the NIST Cybersecurity Framework, ISO 27991, and CISA guidelines. **Typically offered:** All Sessions

CYB-6010 Cybersecurity Leadership and Strategy (3 Credits). Requisite(s): CYB-6000. This course equips students with leadership and strategic planning skills in cybersecurity. Students will engage in real world case studies, simulations, and hands-on labs to master the principles of risk assessment, policy creation, and incident management. Aligned with industry certifications like CISSP, CISM, and CEH, this course ensures students gain the technical expertise and leadership acumen to address complex cybersecurity challenges. This course equips students with leadership and strategic planning skills essential for navigating complex cybersecurity environments. Students will explore the intersection of cybersecurity policy, governance, and executive decision-making through a combination of real-world case studies, simulations, and hands-on labs. Key topics include risk assessment, regulatory compliance, threat intelligence, and incident response. The course aligns with industry certifications such as CISSP, CISM, and CEH, ensuring students develop both the technical proficiency and leadership acumen necessary to lead cybersecurity initiatives in various sectors. **Typically offered:** All Sessions

CYB-6011 TSA/CISA Compliance and Risk Management (3 Credits). Requisite(s): CYB-6000. This course introduces students to industry-standard compliance frameworks, risk assessment methodologies, and governance models. Students will develop the skills necessary to implement compliance programs, conduct audits, and mitigate risks using tools such as Splunk, Nessus, and Security Onion. Real-world case studies, hands-on labs, and project-based assessments will provide experiential leaning opportunities. **Typically offered:** All Sessions

CYB-6012 Threat Detection and Incident Response (3 Credits). Requisite(s): CYB-6000. This course immerses students in designing and implementing Security Operations Centers (SOC), conducting advanced threat detection, and responding to incidents. Through hands-on labs, compliance mapping, and real-world scenarios, students will learn to apply tools like Security Onion, Splunk, and Zeek while aligning opens with frameworks like NIST CSF, ISO 27001, and TSA/CISA guidelines. The course also emphasizes leadership and collaboration through simulated exercises and is designed to align with industry certifications like CEH, CISSP, and CISM. **Typically offered:** All Sessions

CYB-6100 Transportation Systems Cybersecurity (3 Credits). Requisite(s): CYB-6000. This course examines cybersecurity challenges within transportation systems, including aviation, rail, maritime, and roadway sectors. Students will analyze threats, apply TSA and CISA guidelines, and develop mitigation strategies. Through case studies, labs, and a capstone project, students will design comprehensive security strategies tailored to transportation systems. **Typically offered:** All Sessions

CYB-6101 Financial Services Security (3 Credits). Requisite(s): CYB-6000. This course provides an in-depth exploration of cybersecurity challenges in financial systems, focusing on fraud detection, secure payment infrastructures, regulatory compliance, and emerging threats in the digital finance landscape. Students will analyze real-world risks, including identity theft, account takeovers, and transaction fraud, while applying industry-standard frameworks such as PCI DSS, SOX and GDPR. Through hands-on exercises, they will leverage security tools like Splunk, Stripe Radar, and machine learning techniques to detect and mitigate fraudulent activities. The course also examines the role of blockchain, encryption, and AI-driven security solutions in financial services. Students will collaborate on case studies and engage in simulated cyberattack scenarios to strengthen their incident response skills. The course culminates in a capstone project where students design and present a comprehensive cybersecurity strategy tailored for a financial institution, integrating threat intelligence, risk management, and regulatory adherence. **Typically offered:** All Sessions

CYB-6102 Cloud Security Architecture (3 Credits). Requisite(s): CYB-6000. This course focuses on designing and securing cloud environments, emphasizing architecture design, identity and access management (IAM), compliance frameworks like CSA CCM and NIST SP 800-53, and secure multi-cloud systems. Through labs, discussions, and case studies, students will develop strategies to mitigate risks, enhance compliance, and protect cloud based critical infrastructure. The course culminates in a capstone project where students design secure cloud security architecture. **Typically offered:** All Sessions

CYB-6103 Industrial Control Systems Security (3 Credits). Requisite(s): CYB-6000. This course focuses on the cybersecurity challenges of Industrial Control Systems (ICS) and Operational Technology

(OT) used in critical infrastructure sectors like energy, water, and manufacturing. Students will learn to assess vulnerabilities, apply ISA/IEC 62443 and NIST SP 800-82 standards, and develop incident response strategies. Through labs, case studies, and a capstone project, students will design and implement comprehensive ICS security strategies. **Typically offered:** All Sessions

CYB-6104 Supply Chain Security Management (3 Credits). Requisite(s): CYB-6000. This course provides an in-depth exploration of cybersecurity challenges in supply chain management, focusing on vendor risk assessment, third-party relationships, and global logistics. Students will analyze threats to supply chains, assess vulnerabilities in procurement and transportation systems, and develop security solutions using cutting edge technologies such as blockchain, artificial intelligence, and zero-trust architecture. The course incorporates key industry frameworks, including NIST SP 800-161 and ISO 28000, to ensure compliance and resilience. Through hands-on labs, case studies, and a capstone project, students will gain practical skills in designing, implementing, and managing secure supply chain systems in various industries. **Typically offered:** All Sessions

CYB-6105 Emerging Technologies in Critical Infrastructure (3 Credits). Requisite(s): CYB-6000. This course examines the integration and security of emerging technologies, including IoT, AI, blockchain, and quantum computing, in critical infrastructure systems. Students will evaluate the risks and opportunities of these technologies, apply security frameworks like NISTIR 8228 and NIST SP 800-208, and develop secure technology integration plans through labs, case studies, and a capstone project. By the end of this course, students will be able to create comprehensive strategies to mitigate cybersecurity risks while leveraging technological advancements. **Typically offered:** All Sessions

CYB-6998 Critical Infrastructure Protection Capstone (3 Credits). Requisite(s): CYB-6010. This capstone course challenges students to apply cybersecurity principles in a real-world project focused-on securing critical infrastructure. Students will design, implement, and validate security solutions aligned with compliance frameworks such as NIST SP 800-82 and TSA directives. The course emphasizes hands-on, experiential learning using industry-standard tools, including Splunk, Security Onion, VMare, and Zeek. Students will complete a comprehensive security project, producing key deliverable such as risk assessments, compliance mappings, security architecture, prototype testing reports, deployment guides, validation reports, and a final presentation. **Typically offered:** All Sessions

Diagnostic Medical Sonography (DMS):

DMS-1000 Medical Terminology (1-12 Credits). Requisite(s): None. This course is designed to assist the student to acquire the medical language required in any allied health profession. The student should discover the etymology, history of words, and that most medical words have been adopted from Latin and Greek origin. By learning these word elements and commonly used prefixes and suffixes, students will be able to define most medical terms. The content of this course is organized according to a systematic survey of organ systems of the body. **Typically offered:** All Sessions

DMS-1010 Abdominal Sonography I (1-12 Credits). Requisite(s): BIO-1000*;* ENG-1000*;* PHY-1000*;* MAT-1103. This course is designed to introduce the student to sonographic imaging of the abdomen with a focus on relational anatomy of the abdominal organs. Emphasis is placed on the normal sonographic appearance of the abdominal organs and vasculature along with normal clinical and laboratory findings specific to the system. This includes the liver, gall bladder and biliary system, pancreas, spleen, aorta, inferior vena cava and kidneys. Lecture time may be complemented with instructor directed hands-on scanning in the student lab. **Typically offered:** All Sessions

DMS-1020 Obstetrics and Gynecological Sonography I (1-12 Credits). Requisite(s): BIO-1000; ENG-1000; PHY-1000; MAT-1103. This course is designed to familiarize the student with normal sonographic imaging of the female reproductive system. They should learn the foundation of patient preparation, scanning techniques and protocols for performing obstetrics and gynecologic exams. Appropriate usage of transabdominal (TAS) and/or transvaginal (TVS) probes are covered. Study content includes the normal anatomy of the female reproductive system, as well as its anatomic relationship to other structures in the pelvis. Various congenital anomalies of the uterus, fallopian tubes and ovaries are also covered. Sonographic evaluation of normal first, second and third trimester pregnancies are studied. Sonographic evaluation of abnormal first trimester pregnancies is also covered. Introduction of Neurosonography is implemented, including normal anatomy of the natal brain. Lecture time may be complemented with instructor directed hands-on scanning in the student lab. **Typically offered:** All Sessions

DMS-1030 Sonographic Physics & Instrumentation I (1-12 Credits). Requisite(s): BIO-1000*;* ENG-1000*;* PHY-1000*;* MAT-1103. This course is designed to present the basic concepts and principles of ultrasound physics as a foundation for understanding image interpretation. The student should learn the wave theory of sound and how it travels in various media. They should gain knowledge of the principles of how piezoelectricity converts sound energy to electrical energy in ultrasound transducers. They should acquire an understanding of Doppler principles and how they relate to studying the hemodynamics of blood flow in the body. **Typically offered:** All Sessions

DMS-1040 Cross Sectional Anatomy (1-12 Credits). Requisite(s): BIO-1000*;* ENG-1000*;* PHY-1000*;* MAT-1103. This course is designed to enable the student to conceptualize the major organs and vessels in the thoracic and abdominopelvic cavities in tomographic sections, using transverse (axial) sagittal, coronal, and oblique sections. Portions of the neck and brain will also be studied. Emphasis is placed on the anatomic relationships of the organs commonly scanned by sonography. **Typically offered:** All Sessions

DMS-1050 Patient Care (1-12 Credits). Requisite(s): None. This course is designed to introduce the student to the fundamental principles of proper patient care. Content includes history of medical sonography, and the professional role of a medical sonographer in a lab. Concepts of sonographer -patient interactions are emphasized; including, maintaining privacy, utilizing proper body mechanics and maintaining aseptic techniques. The students should learn about HIPAA regulations and multicultural considerations in patient treatment. **Typically offered:** All Sessions

DMS-1100 Medical Law and Ethics (1-12 Credits). Requisite(s): None. This course is designed to present the student with the legal and ethical implications of working in medical facilities. The student

should learn basic legal principles and doctrines such as torts, professional liability insurance, and informed consent. Ethical issues that health educators, students, and clinicians are faced with in daily practice are covered. Liability, especially related to the imaging professions, are also emphasized. **Typically offered:** All Sessions

DMS-1110 Abdominal Sonography II (1-12 Credits). Requisite(s): None. This course is designed as a continuation of abdominal sonography I, with an emphasis on recognizing pathologic changes on ultrasound scans of organs in the upper abdomen. The student reviews multiple images of various disease states and critically evaluates them using the sonographic criteria of SSALT -size, shape, acoustic characteristics, location and transonicity. **Typically offered:** All Sessions

DMS-1120 Obstetrics and Gynecological Sonography II (1-12 Credits). Requisite(s): None. This course is designed as an extension of Ob/Gyn sonography I. Topics, focusing on pathologic conditions that can be determined by obstetric/ gynecologic ultrasound scanning, are covered in this course. The student should learn to recognize abnormal and/or pathologic sonographic patterns of the female pelvis and to correlate these with patient history and lab values. Normal and abnormal 2nd and 3rd trimester pregnancy are discussed. They should learn to rule out anomalies by studying the components of a complete anatomy scan. Accurate assessment of gestational age through fetal biometry techniques, and complications of pregnancy are also coving red. Abnormalities of the neonatal brain are included, as well. **Typically offered:** All Sessions

DMS-1130 Sonographic Physics & Instrumentation II (1-12 Credits). Requisite(s): DMS-1130. This course is designed as a continuation of sonographic physics and instrumentation I. The student should gain a comprehensive knowledge of ultrasound physics and instrumentation. It reinforces concepts and offers more advanced material in ultrasound theory and instrumentation, fluid hemodynamics, harmonics, cavitations, color flow Doppler spectral analysis, 3D and 4D ultrasound, etc. An emphasis is placed on preparing the student to pass the Sonography Principles and Instrumentation (SPI) examination of the American Registry of Diagnostic Medical Sonographers (ARDMS). **Typically offered:** All Sessions

DMS-2040 Sonography of Superficial Structures (1-12 Credits). Requisite(s): None. **Typically offered:** All Sessions

DMS-2070 Echocardiography (1-12 Credits). Requisite(s): None. This course is designed to provide a foundation for ultrasound scanning of the thyroid, parathyroid glands, salivary glands, breast, prostate, and scrotum. It also includes new applications in the field of musculoskeletal ultrasound, including rotator cuff, baby hips, and carpal tunnel imaging. Normal sonographic anatomy is taught as well as common pathologic states found in these structures. Lecture time may be complemented with instructor directed hands on scanning in the student lab. **Typically offered:** All Sessions

DMS-2090 Clinical Education II (1-12 Credits). Requisite(s): None. This clinical education course is designed to offer the student extensive clinical experience in scanning abdomen (general), and/or superficial structures, and/or obstetrics and gynecology. The student is expected to incorporate all the sonographic training, knowledge and experience acquired over the previous semester into this clinical

rotation. The student should concentrate on achieving efficiency, self-confidence, ease of scanning and refinement of all acquired skills. The student is required to prepare protocols of exams that are performed and assemble a portfolio of representative images and case reports. The clinical site may be a hospital, outpatient imaging center, or private doctor's office. The student is instructed on professional behavior expected at a clinical site, including attendance and dress code. The student is required to document all cases exposed to and submit necessary evaluation forms. **Typically offered:** All Sessions

DMS-2110 Vascular Ultrasound (1-12 Credits). Requisite(s): None. This course is designed to delve into the use of duplex Doppler ultrasound to interrogate the extracranial circulation of the brain, for cerebrovascular disease and arterial and venous circulation of the upper and lower extremities for peripheral vascular disease. Normal and pathological conditions are discussed in correlation with physical and clinical findings. Students will develop a clear understanding of the basic concepts in ultrasound assessment of pathological conditions of the vessels to focus on arteriosclerotic changes and the formation of deep venous thromboses. Lecture time may be complemented with instructor directed hands-on scanning in the student lab. **Typically offered:** All Sessions

DMS-2140 Registry Review (1-12 Credits). Requisite(s): None. This course is designed to provide the students with an array of topics on professionalism. The role of professional organizations and journals, continuing education, resume writing, interviewing skills, and ergonomics at the workplace are among the topics discussed. Intensive reviews are performed to prepare the student to take the American Registry Diagnostic Medical Sonography (ARDMS) examinations in sonographic physics and instrumentation, abdomen and superficial structures and obstetrics and gynecology. **Typically offered:** All Sessions

DMS-2150 Quality Management & Operational Issues (1-12 Credits). Requisite(s): None. This course content is designed to focus on the components of quality improvement (QI) programs in sonography. The role of the various team members in continuous quality improvement, including quality control and assurance checks, will be discussed as well as the legal and regulatory implications for maintaining appropriate quality care. **Typically offered:** All Sessions

DMS-2170 Career Development (1-12 Credits). Requisite(s): None. This course is designed to introduce the student to a comprehensive approach to career development & planning. Students will examine self-awareness and career exploration which should then be incorporated into self-marketing techniques leading to long term effective career decision making. Students will be exposed to useful job searching techniques necessary in today's job marketplace. **Typically offered:** All Sessions

DMS-2180 Case Studies Critique (1-12 Credits). Requisite(s): None. This course is designed to educate the student about the components of a case study in ultrasound. The objective of the case study method is to present to the class, as accurately as possible, the most complete description of a normal sonographic examination. While the students are assigned to an ultrasound clinical site, they assemble a portfolio of interesting cases. They research the etiology of the disease or anomaly from medical books and journals. They should correlate patient history, scanning techniques and protocols, proper positioning etc. In addition, they learn to critically analyze anatomical variants, normal, and pathological sonographic findings in images. **Typically offered:** All Sessions

DMS-2190 Clinical Education III (1-12 Credits). Requisite(s): None. This clinical education course is designed to provide the student with the first exposure to abdominal, and /or obstetrics-gynecologic scanning in a clinical setting (s). The student should utilize didactic courses, and practice how to perform basic ultrasound exam protocols, and to safely and effectively operate ultrasound equipment. During the course the student should achieve some proficiency in obtaining basic ultrasound images. By the conclusion of the course, the student should be able to operate ultrasound equipment with a degree of ease, perform basic exams with supervision, and interact appropriately as a member of the ultrasound team. The clinical site may be a hospital, outpatient imaging center, or private doctor's office. The student is instructed on professional behavior expected at a clinical site, including attendance and dress code. The student is required to document all exams they are exposed to, and to *submit* necessary evaluation forms **Typically offered:** All Sessions

Early Childhood/Childhood Education (EC):

EC-4500 Foundations of Early Childhood Education (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher. Study of the historical and philosophical foundations of Early Childhood Education as well as movements that have shaped Program development, delivery of services, health, safety, nutrition, and home- school-community relations. Designed for students who wish to pursue an additional license in Early Childhood Education, birth through age eight. **Typically offered:** Fall Session

EC-4600 Methods of Instruction in Early Childhood (3 Credits) Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher. This course prepares teacher candidates with specialized knowledge and skills in planning, implementing, and evaluating developmentally appropriate curricula for early childhood education, birth through age eight. Emphasis is placed on culturally relevant and responsive teaching in the inclusive classroom. Field experience is required. **Typically offered:** On Demand

EC-6000 Methods of Instruction in Early Childhood Education (3 Credits). Requisite: None. This course focuses on planning and developing pedagogically supportive learning environments with content-integrated curricula in Early Childhood Education (ECE). Course topics include the acquisition of knowledge and skills and dispositions through hands-on and active learning activities. Research-based pedagogical approaches are included with an emphasis on integrated development of literacy, mathematics, science, social studies, arts, and technology through culturally and linguistically inclusive instructional approaches with young children from Birth to Grade 2. **Typically offered:** On Demand

EC-6001 Teaching Early Literacy (3 Credits). Requisite(s): None. This course focuses on creating inclusive language-rich learning environments for literacy development in Early Childhood Education (ECE). Course topics include the planning and implementation of instruction using research-based, multi-modal approaches for supporting learning through speaking, listening, reading, and writing activities with culturally and linguistically diverse children from Birth to Grade 2. **Typically offered:** On Demand

EC-6002 Play, Music and Movement in Early Childhood (3 Credits). Requisite(s): None. This course focuses on the role of playing games, singing, and movement for cognitive, socio-cultural, and social-emotional development in Early Childhood Education (ECE). Course topics include diverse pedagogical theories and research with an emphasizes the importance of physical movement and music for motor-skill development in play-based learning environments for active literacy and numeracy development with young children from Birth to Grade 2. **Typically offered:** On Demand

EC-6003 Curriculum, Instruction, and Assessment in Early Childhood Education (3 Credits). Requisite(s): None. This course focuses on planning and developing pedagogically supportive learning environments in Early Childhood Education (ECE). The course emphasizes developmentally appropriate practice, curriculum planning, and assessment of children from Birth to Grade 2. **Typically offered:** On Demand

EC-6004 Science and Mathematics in Early Childhood (3 Credits). Requisite(s): None. This course focuses on developing teachers' content knowledge and pedagogical approaches aligned with inquiry-based science, mathematics, and technology in Early Childhood Education (ECE). It covers research-based approaches for developing critical thinking skills through hands-on, experiential learning environments with young children from Birth to Grade 2. **Typically offered:** On Demand

EC-6005 Teacher as Researcher (3 Credits). Requisite(s): None. This course focuses on the development and utilization of research skills in an area of specialization in early childhood education. Students will explore relevant classroom practice issues through writing, reflections, experimenting with action research strategies, and sharing their work in a collaborative setting. Students will use multiple data sources such as observations, interviews, and surveys, and complete an action research study. **Typically offered:** On Demand

EC-6990 Supervised Student Teaching (6 Credits). Requisite(s): None. This course is the conclusive supervised clinical student teaching preparation in an Early Childhood Education (ECE) setting along with a weekly seminar course. The course aims to support students' capacity to implement the theoretical and practical application of their curricular and pedagogical decisions in lesson planning, teaching, and assessment with early childhood students. Throughout the semester, teacher candidates will complete 70 days of clinical student teaching along with a seminar course that will support teacher candidates in preparation for certification, reflection, and improvement of their classroom experience with young students from Birth to Grade 2. **Typically offered:** On Demand

Economics (ECO):

ECO-1202 Global Economy: History, Theory and Issues (3 Credits). Requisite(s): This course introduces students to the global economy through the history of economic thought and the historical development of modern capitalism. Drawing from various theoretical frameworks - from classical political economy and post-Keynesian and other heterodox approaches - students examine how ideas, power relations, and institutions have shaped economic outcomes in the United States and across the world.

Topics include the origins of capitalism, the rise and fall of the Bretton Woods system, neoliberalism and globalization, international trade and finance, inequality, and other current economic issues. **Typically offered:** Fall Session

ECO-1201 Principles of Macroeconomics (3 Credits). Requisite(s): None. Macroeconomics; the foundation of economic analysis; national income, employment, and economic growth; aggregate demand and supply, saving, and investment, economic fluctuations; monetary and fiscal policy; the international economy. **Typically offered:** All Sessions

ECO-2202 Principles of Microeconomics (3 Credits). Requisite(s): ECO-1201. Microeconomics; markets, the price system, and the allocation of resources; competition, monopoly, monopolistic competition, and oligopoly; government and business; the distribution of income. **Typically offered:** All Sessions

ECO-2222 Mathematics for Economics and Finance (3 Credits). Requisite(s): MAT 1101. Elementary set-theoretical concepts and useful number sets. Functional relations between sets are commonly used in economics. Vectors and matrices (mathematical notions used to describe objects of economic interest), as well as the rules to manipulate them, with key applications in political economy and economics. Bivariate and multivariate calculus and their most common applications in economics and (less often) political economy. **Typically offered:** On Demand

ECO-2301 Human Rights, Sustainability & Global Fin (3 Credits). Requisite(s): HIS-1203/PSC-1200 or ECO 1201. This course investigates the connections between human rights, environmental sustainability, and global finance. It will introduce students to cutting edge debates in those fields as well as practical perspectives on ways forward. **Typically offered:** On Demand

ECO-2306 Money and Banking (3 Credits). Requisite(s): ECO-1201; ECO-2202 (or concomitantly). Money and credit; commercial banking; central banking; monetary theory and practice; financial regulation. **Typically offered:** All Sessions

ECO-2401 Brazil: Economy, Politics and Business (3 Credits). Requisite(s): ECO-1201 or Chairperson's approval. This course will examine Brazil's recent economic development, its social and political consequences, as well as the practical details of doing business in Brazil. Major political, social, and cultural developments in Brazil during the 20th and 21st centuries will be discussed, as well as issues like investment opportunities, foreign trade, regulatory environment, banking and finance, labor relations, general accounting practices, and taxation. The program is led by an SFC faculty member and taught in English by FACAMP instructors, a partner institution in Campinas, Brazil, for two weeks during the summer. **Typically offered:** On Demand

ECO-3304 Political Economy of Development (3 Credits). Requisite(s): ECO-1201. Empirical and theoretical issues relating to the process of economic development in Third World countries. Measurement of economic growth and the meaning of economic development; the mobilization of economic resources; poverty, unemployment, and unequal income distribution; the debt crisis and development strategies.

Discussion of modernization, dependency, and neoclassical theories of economic development. **Typically offered:** On Demand

ECO-3305 European Economies (3 Credits). Requisite(s): ECO-1201 (or concomitantly). Cross-listed with GLS-3305. A study of the European Union. Institutional framework and economic policies of the European Union (EU). Theories of economic integration, EU macroeconomic policies and markets. EU versus US capitalist development. **Typically offered:** On Demand

ECO-3306 Analyzing the US Economy (3 Credits). Requisite(s): ECO-2306. This is a course on the current US economy and the monetary policy formulated and carried out by the Federal Reserve System. It examines the leading economic indicators used by the Fed in assessing the state of the US economy. **Typically offered:** Fall Session

ECO-3307 Environmental Economics (3 Credits). Requisite(s): ECO-1201. The impact of production and consumption decisions on the environment. The principles of sustainable economic development and their implications for policy in both developed and developing countries. **Typically offered:** On Demand

ECO-3308 Urban Economics (3 Credits). Requisite(s): ECO-1201. The interaction between private decisions on the location of production and housing and forms of transportation, together with an analysis of the impact of government policy. A critical discussion of the impact of economic crises on cities and states. An analysis of contemporary urban problems such as homelessness, unemployment, racial antagonism, and pollution. **Typically offered:** On Demand

ECO-3309 Labor Economics (3 Credits). Requisite(s): ECO-1201. The operation of labor markets, including analysis of wage structure and unemployment. Labor-management relations and their effect on productivity, profitability, and wage levels. Current labor legislation. An evaluation of institutional and radical approaches which challenge traditional neoclassical analysis of labor market dynamics. **Typically offered:** On Demand

ECO-3310 Health Economics (3 Credits). Requisite(s): ECO-1201; ECO-2202. An introductory study of health economics that explores a variety of health-related issues. Based on given scarce resources and using economic tools, this course analyzes the process of the production of health care and its distribution in the United States as compared to other countries. This analysis will include a critical approach to the details of private and public health-care systems. **Typically offered:** On Demand

ECO-3311 The Chinese Economy (3 Credits). Requisite(s): ECO-1201. This course discusses the Chinese model of economic development focusing on its transformations since 1978, the changing relation between China and the United States, and consequences of China's rise as a global player. **Typically offered:** On Demand

ECO-3313 Introduction to Econometrics (3 Credits). Requisite(s): ECO-1201; ECO-2222; MAT-2301 or BAN-3301. This course provides students with an introduction to the way in which economists make use of data in the analysis of both micro- and macroeconomics issues. Students learn to apply the

basic tools of econometrics, including regression analysis, to address both theoretical questions and policy issues. **Typically offered:** Fall Session

ECO-3320 Digital and Platform Economy (3 Credits). Requisite(s): ECO-1201; ECO-2202. This course aims to cover distinct characteristics of the digital economy. It examines the changing nature of competition, firms, labor relations, and money in digitalized economies. Students explore the complex structure and relations in the digital economy from a critical perspective. **Typically offered:** On Demand

ECO-3331 Principles of Finance (3 Credits). Requisite(s): ACC-1001 or ACC-1101*;* ECO-2202 or ECO-2306*;* MAT-1105*;* MAT-1107*;* MAT-1109 or MAT-2301. Cross-listed with: FIN-3301. Aspects of financing corporate entities in the functioning of the economy; equity financing, capital structure; bond flotation, mergers and takeovers; holding companies; security underwriting and market rights; warrants and options. Use of financial ratios, time value of money, and other techniques of financial analysis. **Typically offered:** All Sessions

ECO-3332 Managerial Finance (3 Credits). Requisite(s): ECO-3331 or FIN-3301; MAT-1109. Cross-listed with: FIN-3302. Focuses on the efficient management of the financial resources of the firm. Introduction to applications of financial ratios, time value of money and statistical analysis of risk. Presentations also include topics of financial planning, working capital management and capital budgeting. This course will not count as a liberal arts elective. **Typically offered:** On Demand

ECO-3333 Investment Analysis (3 Credits). Requisite(s): ECO-3331 or FIN-3301; MAT-1109. Cross-listed with: FIN-3312. Quantitative and qualitative methods of analyzing various types of securities such as bonds, stocks and derivatives. Applications of time value of money and statistical analysis of risk are used for valuation and portfolio selection purposes. This course will not count as a liberal arts elective. **Typically Offered**: On Demand

ECO-3334 Public Finance (3 Credits). Requisite(s): ECO-3331 or FIN-3301; MAT-1109. Cross-listed with: FIN-3334. A study of government budgets and the budgetary process. The role of federal, state, and local governments in production and the provision of social security. The economic impact of alternative expenditure on income distribution. The impact of government borrowing on financial markets. **Typically offered:** On Demand

ECO-3340 Gender and the Economy (3 Credits). Requisite(s): ECO-1201. An exploration of the ways in which economic systems are structured by gender. The course revisits economic history, paying particular attention to changes in the gender division of labor, and the gender distribution of production. It will look at economic issues facing women in the world today in advanced countries such as the U.S. and in less developed countries. It also explores ways in which economic theory is changing as economists work to broaden their perspective and overcome their historical blindness to issues of gender. **Typically offered:** On Demand

ECO-3403 International Economics, Trade, and Finance (3 Credits). Requisite(s): ECO-2306. Junior Standing or 60 credits. Principles, practices, and problems of international trade and finance. The

development and current state of regulations and treaties governing international economic relations. International institutions such as the IMF, World Bank, and WTO. **Typically offered:** On Demand

ECO-3411 Intermediate Macro and Microeconomics (3 Credits). Requisite(s): ECO-1201; ECO-2202. Junior Standing or 60 credits. An integrated intermediate course covering macroeconomic and microeconomic theory from a political economy perspective. The first half traces the development of macroeconomic thought—from national income accounting and critiques of GDP through the Classical school, the Keynesian revolution, endogenous money, and Modern Monetary Theory. The second half examines the institutional architecture of capitalism at the micro level: the neoclassical firm and its heterodox critics, the rise of managerial capitalism and the corporation, and the political economy of ecological limits. Emphasizes pluralism, historical context, and critical comparison of mainstream and heterodox frameworks **Typically offered:** On Demand

ECO-4406 Development of Economic Thought (3 Credits). Requisite(s): ECO-2202; ECO-2306. Junior Standing or 60 credits. A survey of economic thought principally from the seventeenth century to the present day; mercantilism; physiocracy and the emergence of the science of economics; the Classical School; the rise of socialist protest; marginals and neo-classical synthesis; Keynes and post-Keynesian economics. **Typically offered:** On Demand

ECO-4433 Portfolio Management (3 Credits). Requisite(s): ECO-3331 or FIN-3301; MAT-1109. Cross-listed with: FIN-4412. The construction and analysis of both individual and institutional investment portfolios; portfolio objectives, strategies, and constraints; economic and non-economic variables impacting portfolios; performance measurement. **Typically offered:** On Demand

ECO-4990 Internship in Economics (1-3 Credits). Requisite(s): None. Students with significant accomplishments in the major may be granted permission by the chairperson of the Economics Department to serve as an intern in selected workplaces. Assignments depend on availability of suitable internships. The student must maintain a comprehensive daily log of work activities and report regularly to the chairperson throughout the internship. **Typically offered:** All Sessions

ECO-4995 Independent Study in Economics (1-3 Credits). Requisite(s): None. Individual research and study with the approval of the Department of Economics. **Typically offered:** All Sessions

ECO-4998 Seminar in Economics (3 Credits). Requisite(s): ECO-2202*;* ECO-2306*;* ECO-3313. Senior Standing or 96 credits. A thesis seminar primarily for Economics seniors, in which the main project is the writing of a research paper on a topic to be chosen by the student in consultation with the instructor. **Typically offered:** Fall Session

ECO-5404 Economics of Healthcare (3 Credits). Requisite(s): None. An introduction to healthcare services and systems from the perspective of economics. We focus on the production, delivery, distribution, access, financing, and policies with emphasis on the U.S. healthcare system but also offering historical and comparative perspectives with other developed countries. **Typically offered:** On Demand

ECO-5401 Contemporary Islam: Its Socio-Economic Context (3 Credits). Requisite(s): None. Cross-listed with: SOC-5401. Islam has the second largest religious following and is the fastest growing religion in the world. The dawn of the 21st century finds an increasing polarization between modernization and Islam. This course will have a basis in historiography, with politics as a backdrop, within the context of social/cultural and economic understanding, it seeks to describe the phenomenon of contemporary Islam. **Typically offered:** On Demand

ECO-5403 Radical Economic Thought (3 Credits). Requisite(s): None. Mirroring the heterogeneity of modern societies, signed by deep imbalances in the distribution of wealth and power, several radical economic views have emerged and developed historically. In opposition to the standard of discipline, which promotes the notion that markets, as flawed as they may be, are - by comparison - the most efficient ways to allocate society's resources, these nonconventional economic analyses question the basic socioeconomic conditions on which markets and modern capitalism stand. This course examines the present relevance - the economic-theoretical, political, ethical, and philosophical significance- of two major heterodox schools of economic thought whose key critical insights have never been duly incorporated into the dominant tradition; respectively, the schools associated with the views of Karl Marx and John Maynard Keynes, with the latter including a review of the recently influential Modern Monetary Theory. **Typically offered:** On Demand

ECO-6411 Economic Theory and Analysis (3 Credits). Requisite(s): ECO-2201; ECO-2306. Intermediate to advances concepts in both microeconomic and macroeconomic analysis. Topics include aggregate demand, inflation, unemployment, business cycles, and monetary and fiscal policies, market structures, consumer theory, cost theory. The course focuses on applying economic reasoning to business decision making and the critical understanding of economic issues that are relevant to accounting and financial practices. **Typically offered:** On Demand

ECO-6990 Economics Internship (1-3 Credits). Requisite(s): None. Graduate students only. Requires approval of the departmental chairperson. Supervised work experience in various fields of accounting--including submission of a written report. **Typically offered:** On Demand

ECO-6995 Independent Study in Economics (3 Credits). Requisite(s): None. Independent research and study in a topic in Economics including submission of a written report. Prerequisites: graduate standing and approval of the department chairperson. **Typically offered:** On Demand

Education (ED):

ED-1001 Human Rights Education for Educators (3 Credits). Requisite(s): None. Through a human rights-based approach, this course provides a powerful and coherent toolkit of frameworks, skills, and model activities to support educators in every field to be reflective teachers, trainers, and leaders in the community and the business world who can empower people to understand and respond to problems in schools, businesses, communities and the world with effective strategies for change. **Typically offered:** On Demand

ED-1201 Foundations of Education (3 Credits). Requisite(s): None. This course provides students with a knowledge base of the historical, cultural, social, economic, and political contexts in which North American schools have developed. Among the number of important threads to be examined throughout the course, emphasis will be placed on the social movements that have made improvements in equitable educational access, opportunity, achievement, and teaching towards democratic ends. Students are encouraged to develop analytic frameworks and critical perspectives on education so that they may gain balanced understanding of current educational policies and practices to be able to make informed decisions about them as both educators and citizens. All students enrolled in the course are required to complete fifteen hours of fieldwork in a K-12 classroom setting. The course is open to all majors. This course is a prerequisite to the professional course sequence in Teacher Education. A grade of B or higher is required for admission into the teacher education program. Field Experience: 15 hours. **Typically offered:** All Sessions

ED-2020 Educational Psychology (3 Credits). Requisite(s): None. Surveys research related to theories of cognitive development, student diversity, information processing, motivation, and classroom management to introduce effective instruction in the 21st century classroom. A grade of B or higher is required for application to the Teacher Education Program. This course includes 15 hours of field experience. 3 credits. **Typically offered:** All Sessions

ED-2100 Assessment and Evaluation (3 Credits). Requisite(s): ED-1201 with a grade of B or better*;* ED-2020 with a grade of B or better. Study of the basic principles, key measurement concepts, and practices of formal and informal assessment techniques to support educational needs in the classroom. **Typically offered:** All Sessions

ED-3000 Teaching with Technology (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher*;* Complete ED-2020 with a B grade or higher. Designed to instruct teacher candidates in the application of technology in support of instruction and learning across the P-12 curriculum. The objectives of the course are based, in large part, on the International Society for Technology in Education (ISTE) Standards for learning, teaching, and leading in the digital age. **Typically offered:** All Sessions

ED-3001 Science & Technology Methods of Instruction (3 credits). Requisite(s): Complete ED-1201 with grade B or higher; Complete ED-2020 with grade B or higher. This course focuses on developing teacher candidates' content knowledge and pedagogical approaches aligned with inquiry-based science and technology from early childhood settings through elementary school. Course topics include research-based approaches for developing scientific inquiry with integrated technologies for the development of creative and critical thinking skills through hands-on, and experiential environments with young children through Grade 6. Field experience is required. **Typically offered:** All Sessions

ED-3002 English Language Arts Methods B-6 Instruction (3 Credits). Requisite(s): Complete ED-1201 with grade B or higher; Complete ED-2020 with grade B or higher. This course will focus on the basic principles, instructional practices, curricular trends, and necessary competencies in effectively teaching English Language Arts in the elementary classroom from birth to grade 6. English Language Arts includes reading, writing,

listening, and speaking through interaction with a variety of print and digital texts. **Typically offered:** All Sessions

ED-3101 Foundations of Multicultural Education (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher*;* Complete ED-2020 with a B grade or higher*;* PSY-2233 or SED-2040. This course is designed to introduce students to the concept of multicultural education as an ongoing process of school reform for the purpose of creating an equitable learning environment for all students. Multicultural education is viewed as ingrained in all aspects of the school environment: curriculum, instructional strategies, interactions among students, teachers, and families, as well as a school's overall vision of teaching and learning. Topics will include the impact of educational laws and learning standards, structural and organizational issues in schools, critical pedagogy, antiracist teaching, multilingualism, the school-to- prison pipeline, and restorative justice. **Typically offered:** Spring Session

ED-3102 Urban Education (3 Credits) Requisite(s): Complete ED-1201 with a B grade or higher*;* Complete ED-2020 with a B grade or higher*;* PSY-2233 or SED-2040. This course is designed to provide students with both a historical overview of education within densely populated, large metropolitan areas, as well as the opportunity to analyze contemporary educational inequalities. As it locates urban education at the intersection of both geographical and socioeconomic characteristics, this course will explore topics such as poverty, school segregation, under-resourced schools, and the ways in which these issues and conditions affect children within the educational system. This course will focus on the ways in which African American and Latino students are disproportionately affected by inequality in funding as rates of school segregation increase along with a lack of qualified teachers or updated materials and facilities, making connections to the school-to-prison pipeline. As the course emphasizes the impact that federal budgetary decisions have on city schools, it also focuses on how children can be taught more effectively in various contexts, with all the existing issues. **Typically offered:** Spring Session

ED-3110 Critical Topics in Education Policy (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher; ED-2100; ED-3000. In this course students are introduced to the political dimensions of schooling and the contested educational reform debates in the local and national context. Emphasis is placed on engaging students through dialogic teaching and learning so that they can acquire analytic tools for understanding how politics shape educational policies, as well as the participatory role educators can play in the policy arena. **Typically offered:** On Demand

ED-3200 Management of Learning Environments for Students with Disabilities (3 Credits). Requisite(s): Complete ED-120 with grade B or higher; Complete ED-2020 with grade B or higher; Complete SED-2040. The focus of this course is on high-leverage practices in establishing classroom-wide management systems and research-validated behavioral interventions that maximize the learning potential for students with disabilities in inclusive settings. Through case studies, active and participatory roles, collaborative exercises, and a technology-enhanced approach to learning, course participants acquire the knowledge and skills essential for redirecting challenging behaviors and promoting positive alternatives that contribute to an optimal learning environment. Emphasis is placed on equity considerations and

reducing disproportionality in school discipline. The course content is inclusive of the grade bands and developmental level requirements for the Students with Disabilities (All Grades) certificate. Fieldwork experience required (20 hours). **Typically offered:** On Demand

ED-3201 Curriculum & Methods of Instruction for Teaching Students with Disabilities (3 Credits). Requisite(s): Complete ED-1201 with grade B or higher; Complete ED-2020 with grade B or higher; Complete SED-2040. This course introduces foundational knowledge on curriculum development, instructional methods, and multi-tiered systems of academic support for effectively teaching students with disabilities in inclusive settings. Through interactive, collaborative, and multimedia platforms, course participants examine a range of research-validated and high-leverage practices for adapting teaching materials across content areas to support the diverse learning needs of students. The course content is inclusive of the grade bands and developmental level requirements for the Students with Disabilities (All Grades) certificate. Field experience required (10 hours). **Typically offered:** On Demand

ED-3202 Assessment, Diagnosis, and Evaluation of Students with Disabilities (3 Credits). Requisite(s): Complete ED-1201 with grade B or higher; Complete ED-2020 with grade B or higher; SED-2040. The focus of this course is on examining disability categories under the Individuals with Disabilities Act (IDEA) and the diagnosis assessments used to determine eligibility for special education services. Through case studies, active and participatory roles, collaborative exercises, and a technology-enhanced approach to learning, course participants acquire the foundational knowledge and skills to analyze comprehensive assessments, interpret-psychoeducational evaluations, and collaborate with professional staff in the development of Individualized Education Plans (IEPs) that address the specific characteristics of learners with disabilities. The course content is inclusive of the grade bands and developmental level requirements for the Students with Disabilities (All Grades) certificate. Field experience required (10 hours). **Typically offered:** On Demand

ED-4101 Education and Social Justice (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher*;* Complete ED-2020 with a B grade or higher*;* ED-2040*;* ED-2100*;* ED-3000*;* ED-3101*;* ED-3110*;* ED-3102. In this course students develop an awareness of the ideological and structural inequities in various educational settings and concrete and sustaining ways to promote educational equity and social justice to maximize the potential for all students to achieve educational outcomes. **Typically offered:** On Demand

ED-4102 Action Research in Ed (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher, Complete ED-2020 with a B grade or higher. **Typically offered:** On Demand

ED-4350 Literacy Instruction for English Language Learners (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher. Designed to prepare teacher candidates with the necessary competencies for meeting the instructional needs of linguistically diverse learners in the inclusive classroom. Topics to be explored include stages of language acquisition, language development, styles of communication, as well as strategies and instructional practices to help English Language Learners develop proficiency in all domains of language development- listening, speaking, reading, and writing - so that they may achieve academic success. **Typically offered:** On Demand

ED-4990 Supervised Student Teaching (6 Credits). Requisite(s): None. Two full-time placements in an elementary school, middle school, or high school (as appropriate to the student's teaching level) of the student's senior year. Includes a bi-weekly seminar at the College. Restrictions apply regarding the number of other courses that may be taken during this semester. A portfolio must be completed during the student teacher semester. Course fee. **Typically offered:** All Sessions

ED-4990L Supervised Student Teaching (0 Credits). Requisite(s): None. Student teacher - mentorship. Final grade is assigned to the LEC only. **Typically offered:** On Demand

ED-4995 Independent Study in Education (1-3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher; Completed 6 credits and cumulative 3.0 GPA or higher. Independent work in an area of special interest. Special project, report, or term paper. This capstone course for all Educational Studies majors provides a platform for educational inquiry across areas of specialized interest and for a range of education stakeholders including activists, administrators, paraprofessionals, policymakers, or informed citizens. While designed to develop the individual interests of seminar participants, particular emphasis is on expanding the habits of mind developed in prerequisite courses and exploring issues of historical and current educational topics. To that end, seminar participants will undertake an inquiry that investigates a contemporary phenomenon and/or diagnose a problem in an organization, community, school, or program and discuss interventions and practical plans of action that impact positive changes for those affected. Collaborative learning and critical peer review are essential aspects of the seminar. A capstone project is required. **Typically offered:** On Demand

ED-4998 Senior Seminar in Ed Studies (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher; PSY-2233 or higher; ED-2040; ED-2100; ED-3000; ED-3101; ED-3110; ED-4101; ED-3102; ED-4998; SED-2040; ED-2100; ED-3000; ED-3101; ED-3102; ED-3110; ED-4101; ED-4102. In this course students are introduced to a collaborative, socially conscious form of inquiry known as action research designed to identify a contemporary phenomenon and/or diagnose a problem in a classroom, school, school community, or educational organization and design a practical plan of action that leads to improvement or impacts positive change for those affected. **Typically offered:** Fall Session

ED-6000 Workplace Learning (3 Credits). Requisite(s): None. This graduate-level course is intended for students interested or involved in any of a wide range of different forms of work-related or work-based learning, education, training, development, and debasement. These included continuing professional education, teacher education, management and supervisory training and development, human resource development, staff training and development, industrial training, vocational education, organizational development, trade union education and training, workers' education, education and training for unemployed people. **Typically offered:** On Demand

ED-6001 Foundations of Education (3 Credits). Requisite(s): None. This course examines the historical, cultural, social, economic, and political contexts in which American schools have developed. Among other topics, it will explore the role of education in a postindustrial society and the social movements that have made improvements in equitable educational access. Students will be encouraged to develop analytic frameworks and critical perspectives on education. **Typically offered:** On Demand

ED-6002 Literacy & Literature for Children (3 Credits). Requisite(s): None. In this course students will analyze children's books, including selecting, evaluating, and presenting literature to children. Topics to be addressed include the origins and development of literature for children; major works, writers, and illustrators in its development; distinctive genres and their characteristics; social issues addressed in children's literature today; critical approaches to children's literature; and uses of children's literature in the elementary curriculum. **Typically offered:** On Demand

ED-6003 Literacy & Literature for Young Adults (3 Credits). Requisite(s): None. This course will focus on the analysis of selected works of young adult literature across various genres. Teacher candidates will explore strategies for selecting, evaluating, and presenting works of literature to young adults, especially considering the New York State Next Generation Learning Standards. **Typically offered:** On Demand

ED-6100 Curriculum & Supervision (3 Credits). Requisite(s): None. This course is an introduction to educational supervision and curriculum. Topics include supporting teachers in curriculum development and the evaluation and supervision of pedagogues. Students will be required to participate in lectures and real-world scenarios that will expose them to diverse curricula and enable them to understand teacher development. We will focus on school reform through an equitable and diverse lens. Students will be exposed to practices that promote a productive learning environment. **Typically offered:** On Demand

ED-6101 Critical Issues in Educational Leadership (3 Credits). Requisite(s): None. This course is designed to address critical issues in education that have an impact on the learning community. Students will develop strategies that will define, explore and address issues that directly influence educational leadership. The course will provide perspective on current issues that school leaders face to provide a framework and reference for addressing such issues. Topics include school safety, diversity, technology use, equity, community relations, parental involvement, and students with disabilities. **Typically offered:** On Demand

ED-6102 Law in School Supervision (3 Credits). Requisite(s): None. This course will focus on the legal and governance aspects of school building leadership. The emphasis will be on a leader's development of knowledge about and compliance with local, state and federal laws, rights, policies, and regulations. In addition, leaders will examine ways in which they can manage governance processes and internal and external politics towards achieving the school's mission. **Typically offered:** On Demand

ED-6103 School Finance (3 Credits). Requisite(s): None. This course addresses ways in which leaders can manage financial resources to support curriculum, instruction, and assessment, especially as responsible and ethical stewards of these monetary resources. **Typically offered:** On Demand

ED-6004 Literacy Instruction and Assessment (3 Credits). Requisite(s): None. This course is designed to prepare students in the Masters in Literacy program to be effective, engaging instructors who understand the science of reading. Students will use assessments to inform their lesson planning and instruction and will design lessons integrating the essential components of reading and writing instruction, with the goal of increasing the reading success and achievement of their own students. **Typically offered:** On Demand

ED-6005 Literacy Diagnosis and Remediation (3 Credits). Requisite(s): None. This course is designed to train literacy teachers to comprehend the nature of reading difficulties and to be able to identify specific reading challenges. There will be an emphasis on the development of diagnostic instruments and their administration as well as the development and evaluation of methods and materials that can be used for reading remediation. **Typically offered:** On Demand

ED-6006 Literacy in the Content Areas (3 Credits). Requisite(s): None. This course prepares a literacy teacher to promote deeper learning and higher-order literacy development across disciplines. This involves focusing on the reading, writing, listening, and speaking skills necessary to achieve proficiency in comprehending, analyzing, responding to, and creating a variety of print and digital texts in each of the major subject areas. **Typically offered:** On Demand

ED-6990 Literacy Practicum (3 Credits). Requisite(s): None. This course is the final, supervised clinical component of the teacher preparation program in Literacy (All Grades). It requires a total of fifty hours of student teaching to be completed in two different grade bands: P-4 and 5-12. The experience supports theoretical and practical applications of contemporary literacy frameworks. The seminar component of the course will support students through their final component of the program through preparation for certification and reflection and dissection of classroom experiences. **Typically offered:** On Demand

Entrepreneurship (ENT):

ENT-1001 Introduction to Entrepreneurship (3 Credits). Requisite(s): None. This course is designed for business and nonbusiness students who want to learn about entrepreneurship and its importance to the economy and society, entrepreneurial skills, values and characteristics to create their own job inside and outside the corporate world. This course teaches transferable skills required to become an entrepreneur, a small business owner or an entrepreneur, and raises the student's awareness of the legal, business, managerial, creative, analytical and interpersonal skills relevant to setting up and running an innovative organization. **Typically offered:** All Sessions

ENT-1077 Entrepreneurial Ideation and Mindset (3 Credits). Requisite(s): Minimum completed 14 credits. In this course, students will develop creative, innovative, and entrepreneurial thinking and begin to apply these as a unified ‘success’ mindset. The course will explore the skill sets of high performing and motivational leaders through case studies and guest lecturers. Students will examine several leadership theories and begin to develop their own leadership style. **Typically offered:** All Sessions

ENT-1777 Design Thinking and Innovation (3 Credits). Requisite(s): None. In this course, students will learn to apply the concepts, theories and methodologies *of* thinking, innovation, and entrepreneurship to develop processes, service, product, and business design models. Students will focus on customer(client) centric interactions with the local entrepreneurial ecosystem and develop transferable skills including client presentation, networking, collaboration, and leadership. **Typically offered:** All Sessions

ENT-2001 Entrepreneurial Marketing & New Product Innovation (3 Credits). Requisite(s): ENT-1001. This course is designed for business and non-business students who want to use their creativity and knowledge to create and market novel products and services for consumers. Students pursuing for-profit or non-profit entrepreneurship ventures will be required to create a value proposition for their innovation, strategies to protect their intellectual property, and a marketing plan to deliver their new product/service to customers. As a result of this course, students will be capable of conducting effective market analysis, industry analysis, competitive analysis, and risk analysis to successfully market an innovation for an entrepreneurship venture. **Typically offered:** On Demand

ENT-2002 Exploring Entrepreneurship Innovation (3 Credits). Requisite(s): ENT-1001; One DL course. This course offers a hands-on opportunity for undergraduate students to experience the practice of qualitative research. This course will provide an overview of the nature of qualitative research in entrepreneurship and organizational studies including philosophy of science; qualitative methodologies; research methods including interviewing, focus groups, surveys, document analysis, participant observation and other forms of field work; project design, data collection, data analysis, and dissemination of research; and evaluation of qualitative research. We will explore the advantages, challenges, and ethical implications of research decisions. Students will participate in a faculty-led research project on entrepreneurship with topics and methods that vary from semester to semester. The course requires reading and writing, team discussion, and individual research activities such as interviewing, fieldwork, and/or document analysis. This course is especially helpful for students wishing to pursue a graduate degree. **Typically offered:** On Demand

ENT-2003 Social Entrepreneurship & Sustainable New Businesses (3 Credits). Requisite(s): ENT-1001 or ENT-1777. In this course students will explore what a social enterprise is and how it is the same as well as different from other types of organizations. Students will investigate how social entrepreneurs are creating new business models in markets that blur the traditional distinctions between for profit and nonprofit companies. Students will explore the use of Franciscan values in developing social enterprises. **Typically offered:** On Demand

ENT-2101 Entrepreneurial Finance (3 Credits). Requisite(s): ENT-1001. This course is designed to help new or aspiring small business owners learn how to analyze financial statements, create financial forecasts, and evaluate their ventures. Additionally, students will become aware of the methods used in determining how much money their venture needs to be viable, explore tools and approaches used when selling an idea to potential investors, and learn about the different types of financing alternatives available to new and small ventures. The venture capital market will be investigated in detail, including angel financing, as will other financing options including self-financing and debt financing. **Typically offered:** On Demand

ENT-2777 Global Entrepreneurship (3 Credits). Requisite(s): ENT-1001. The course is designed for students from any major who want to learn about international entrepreneurship and its importance to the economy and society, and the specific entrepreneurial skills, values and characteristics needed. The course raises students' awareness of the legal, business, managerial, creative, analytical and interpersonal skills

relevant to setting up and running an innovative organization in the international context. **Typically offered:** On Demand

ENT-3003 Using Tech in Entrepreneurship (3 Credits). Requisite(s): ENT-1001. This course will provide an overview of the relevance of technology to the success of new ventures, and highlight specific technology tools, including financial management software, website development services and programs, e-commerce, and social media and e-marketing tools that are crucial for 21st century entrepreneurs in any industry. As part of the course, students will have the opportunity to develop their own website for their small business and e-marketing plan. **Typically offered:** On Demand

ENT-3301 Entrepreneurial Design Thinking (3 Credits). Requisite(s): ENT-1001; ENT-1777. This course combines design thinking methods, traditional business strategy, and the entrepreneurial and innovation mindsets. The course will also focus on the importance of combining these analytical and creative tools to maximize entrepreneurial opportunity. The impact of these mindsets and methods on critical organizational building blocks such as value proposition, revenue streams, customer segments, and sales channels will be explored. The importance of multistakeholder collaboration will also be discussed. **Typically offered:** On Demand

ENT-3302 Social Impact Entrepreneurship (3 Credits). Requisite(s): ENT-2003. This course builds on the content material of ENT 2003 and allows students to develop a more advanced understanding of social entrepreneurship. In this course students explore significant social problems and innovative solutions that drive transformative social change. Students will dive deeper into business models and strategies that social entrepreneurs employ to create high-impact ventures. The course will also cover how multistakeholder collaboration is fundamental for sustainable social change initiatives and will examine how they can be successfully established and maintained. **Typically offered:** On Demand

ENT-3307 Enterprise Innovation: Circular & Shared Economy Business Models (3 Credits). Requisite(s): ENT-1001; ENT-1777. Through the entrepreneurial viewpoint and innovation mindset, this course focuses on the circular economy business model (think recycling or reducing resource use) and shared economy business model (think ride-shares or renting out spare space in your home as a hotel room). Students will examine how these innovative business models create sustainable social impact and a unique competitive advantage (think triple bottom line). Students can expect instructor *lectures*, case study analysis requiring individual written assignments or small group discussions, and experiential projects to explore entrepreneurial opportunities applying the circular and shared economy models. **Typically offered:** On Demand

ENT-3308 Entrepreneurial New Venture Funding (3 Credits). Requisite(s): ENT-3001. This course builds on the content material of ENT-3001 and allows students to develop a more advanced understanding of entrepreneurial funding for startups. Students will develop a deeper understanding of how and why individual and institutional investors fund entrepreneurial startup ventures. Students will examine the many financing options available to get a new startup venture funded. Students will learn about harvesting via the various types of exits and recapitalizations. **Typically offered:** On Demand

ENT-4990 Entrepreneurship Internship (1-3 Credits). Requisite(s): None. Students find internships through their own initiative, the Career Development Office, and occasionally through Faculty. Placements depend on the availability of suitable positions and must amount to a minimum of 45 hours for 1 credit, 90 hours for 2 credits, and 135 hours for 3 credits. The faculty internship coordinator, along with the site placement supervisor, will guide and evaluate the quality of the work. Internships must relate to a student's area of focus or proficiency within the Entrepreneurship and Organizational Innovation major and will provide the student with an opportunity to apply knowledge and skills gained through coursework. **Typically offered:** On Demand

ENT-4995 Independent Study in Entrepreneurship and Organization Innovation (1-3 Credits). Requisite(s): ENT-2001*;* 30 credits Individual research and study under supervision of a department faculty member. Students develop topics which are approved by the faculty advisor. Student and faculty advisor agree upon a schedule of deliverables. **Typically offered:** On Demand

ENT-4997 Entrepreneurship and Organizational Innovation Capstone (4 Credits). Requisite(s): ENT-2001. Senior Standing. The capstone focuses on identifying and assessing business opportunities. In this course students will apply previous course materials to develop a capstone project which will cover material from business idea to prelaunch stage. During multiple team-based projects, students engage in a broad range of important entrepreneurial activities, including team and culture development, customer discovery, solution ideation, business model generation, product development, proof of concept (POC) testing, marketing & preselling, entrepreneurial funding, and other prelaunch activities. **Typically offered:** On Demand

ENT-6770 Foundation of Social Innovation & Entrepreneurship (3 Credits). Requisite(s): None. Students will investigate how social entrepreneurs are creating new business models in markets that blur the traditional distinctions between for profit and nonprofit companies. Students will explore the use of Franciscan values such as social justice, social equity, and collaborative service-oriented leadership in developing social enterprises. **Typically offered:** On Demand

ENT-6771 Social Change Thru Impact (3 Credits). Requisite(s): ENT-6770. Students will learn how social entrepreneurs and intrapreneurs act as agents for social change. Through the lens of a social entrepreneur, students will learn how to create their own mission and impact driven enterprises or make impact driven investments. Through the lens of a social intrapreneur, students will learn to facilitate social impact and change through corporate social responsibility and sustainability initiatives. **Typically offered:** On Demand

ENT-6772 Social Change: Impact & Mission-Driven Business (3 Credits). Requisite(s): ENT-6771. Students will learn about the different forms of social enterprises, non- profits, and NGOs and how to quantify social impact and calculate financial metrics for each. The course will explore how the social sector is evolving from traditional philanthropic and charitable models to include new organizational types and hybrid structures that can deliver both sustainable social and economic value. **Typically offered:** On Demand

Exercise Movement Science (EXM):

EXM-2208 Introduction to Exercise and Movement Science/Kinesiology (3 Credits). Requisite(s): BIO-1140; BIO-1141. This course introduces the domains of exercise and movement science including physiological systems, exercise physiology, clinical assessment, and exercise and sports nutrition. **Typically offered:** Fall Session

EXM-2209 Measurement and Evaluation (3 Credits). Requisite(s): BIO-1140; BIO-1141. This course is designed to provide students with the basic concepts in statistics, measurement and evaluation in exercise and movement science. The course incorporates the application and interpretation of descriptive and inferential statistics for quantitative research and fitness evaluation. Students will utilize computer based statistical programs for statistics analysis. **Typically offered:** On Demand

EXM-3200 Biomechanics (3 Credits). Requisite(s): EXM-3308. This course introduces students to concepts of mechanics as they apply to human movement, particularly those pertaining to exercise, sport, and physical activity. The student should gain an understanding of the mechanical and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function from a mechanical perspective. **Typically offered:** Spring Session

EXM-3304 Organization and Administration of Exercise Science (3 Credits). Requisite(s): None. Emphasis on organization and administrative policies and procedures within exercise science programs; selection, purchase, maintenance, and care of equipment and supplies; professional and community relations; and the structural and functional aspects of exercise science programs, including fitness, wellness, strength and conditioning, health promotion, and related professional settings. **Typically offered:** Spring Session

EXM-3305 Physiology of Exercise (3 Credits). Requisite(s): EXM-2208. This course provides students with an overview of how physical training affects the human body. Topics include weight training, principles of training, as well as aerobic and anaerobic changes that occur from a training stimulus. **Typically offered:** Fall Session

EXM-3306 Exercise and Sport Nutrition (3 Credits). Requisite(s): EXM-2208. This course introduces students to appropriate nutrition practices in relation to exercise or sport training to promote health, energy and adaptations. **Typically offered:** On Demand

EXM-3307 Strength and Conditioning (3 Credits). Requisite(s): EXM-2208. This course introduces the foundational concepts of strength and conditioning. Topics covered include strength and conditioning terminology and foundations, strength and conditioning exercises, warmup strategies, and program design. **Typically offered:** On Demand

EXM-3308 Motor Learning (3 Credits). Requisite(s): EXM-2208. Introduction to teaching and learning sport skills from a motor learning perspective. Open and closed loop information processing systems are used to describe and explain sports skill, reaction time, and motor skills. Theory and

concepts learned will be applied to the everyday practical aspects of teaching and coaching sport. **Typically offered:** Fall Session

EXM-3309 Fit Assessment & Exercise Prescription (3 Credits). Requisite(s): EXM-2208. This course provides students with a foundation in exercise testing and prescription. Students will investigate the many parameters of fitness, including their measurement, interpretation of results, and application toward recommendations for exercise programs. Topics will include cardiorespiratory fitness, muscular strength and endurance, flexibility, body composition, and performance/athletic components. **Typically offered:** On Demand

EXM-3310 Business, Entrepreneurship, and Innovation in Exercise & Movement Science (3 Credits). Requisite(s): EXM-2208*;* PHI-2342. This course explores the interfaces between human resource management, operations, marketing, and entrepreneurship within the context of entrepreneurial, for-profit, and nonprofit fitness and health promotion ventures. **Typically offered:** On Demand

EXM-3322 Introduction to Legal Issues (3 Credits). Requisite(s): None. Relates basic legal concepts to sport and physical education environments. Includes torts, contract law, constitutional law, negligence, and Title IX issues. **Typically offered:** Spring Session

EXM-4302 Special Topics in Exercise Science Special Needs Special Topics in Exercise Science (3 Credits). Requisite(s): None. The study of emerging topics or inquiries not fully covered in other courses. This includes an examination of evidence-based approaches to exercise and movement science. **Typically offered:** Spring Session

EXM-4616 Behavior Change Strategies (3 Credits). Requisite(s): None. This course introduces students to exercise and sport psychology theories, mediators, and behavior change strategies applied to sport, leisure, and exercise settings and provides knowledge and opportunities to develop skills to promote adoption and adherence to physical activity. **Typically offered:** Fall Session

EXM-4990 Exercise & Movement Science Practicum (1-4 Credits). Requisite(s): None. This course offers students an opportunity to obtain practical experience in exercise science. Students will contract for 35 hours per credit at an internship placement and participate in class to discuss their fieldwork and apply academic theory to practice. Students will work in settings that familiarize them with concrete examples of the core competencies in exercise science concentration. Students will also gain an understanding of industry and organizational structures, cultures, and ethics, and will strengthen their critical thinking, research, and problem-solving skills. **Typically offered:** All Sessions

EXM-4995 Independent Study in Exercise Science (1-4 Credits). Requisite(s): None. Independent study under the direction of a faculty member. For Exercise Science majors only. **Typically offered:** All Sessions

EXM-4998 Exercise and Movement Science Capstone (1-4 Credits). Requisite(s): None. The senior capstone course integrates the knowledge, concepts and professional skills gained from prior coursework in exercise science. Students choose between two different options: (1) an applied project in which the

student develops a hypothetical applied case and intervention program for a client or team in order to synthesize and demonstrate the ability to understand, develop, and advance the principles of exercise science, or (2) conduct a research project in which the student displays the development of research techniques, including the ability to define a research problem, write hypotheses, review the literature, apply a research design, collect and analyze data, and interpret the results. **Typically offered:** On Demand

EXM-5000 Social Controversies in Sport (3 Credits). Requisite(s): None. This course provides an understanding of different social and controversial issues facing sport. It examines sports from a variety of perspectives, including from historical, political, economic, and sociological viewpoints. Issues relating to race and ethnicity, gender, deviance, violence, politics, and religion and how they relate to sports will be discussed. **Typically offered:** Spring Session

EXM-6010 Exercise and Sports Science (3 Credits). Requisite(s): None. In this course, students will gain the knowledge and skills necessary to find and evaluate scholarly and academic research resources generally employed by exercise and health scientists. Through an emphasis on general statistics, interpretation and analysis of data, research ethics, scientific writing, and database use, students develop proficiency in the essential steps of the scientific method of inquiry. By engaging with course discussions, writing assignments, and an independent research project, students synthesize theories and data to apply integrated knowledge to practice across exercise and sport science settings. In establishing a community of inquiries, sustained and active participation with other course participants are requisites to fulfill participation requirements. **Typically offered:** All Sessions

EXM-6020 Exercise and Sports Nutrition (3 Credits). Requisite(s): None. In this course, students will explore how nutrition supports physical performance and the relationship between nutrition, energy metabolism, and exercise and sport performance. The course features in-depth analysis of dietary and nutritional supplementation. Emphasis is placed on applying evidence-based strategies in examining case studies, including topics of student interest. **Typically offered:** All Sessions

EXM-6030 Leadership: Theory and Practice (3 Credits). Requisite(s): None. This course explores the interfaces between human resource management, operations, marketing, and entrepreneurship within the context of entrepreneurial, for-profit and nonprofit fitness and health promotion ventures. Students will develop a business plan for potential funding. **Typically offered:** All Sessions

EXM-6120 Principles of Strength and Conditioning (3 Credits). Requisite(s): None. Explore the foundations of strength and conditioning as established by the National Strength and Conditioning Association (NSCA). Design and critique strength and conditioning programs based on NSCA guidelines. Designed to prepare students interested in becoming a Certified Strength and Conditioning Specialist (CSCS) through the NSCA **Typically offered:** All Sessions

EXM-6130 Analytics in High Performance (3 Credits). Requisite(s): None. This course develops skills for the selection, development, and implementation of various types of instruments and techniques for measuring and evaluating health and human performance interventions. Evaluation of these interventions

includes general health behaviors, health related fitness, nutritional and dietary intake, body composition, and other areas related to an individual's quality of life. **Typically offered:** On Demand

EXM-6140 Applied Foundation in High Performance (3 Credits). Requisite(s): None. During this course students will examine a systematic approach to integrated performance training using the National Academy of Sports Medicine's Optimum Performance Training model. This course is designed to prepare students interested in becoming a Performance Enhancement Specialist through the National Academy of Sports Medicine. **Typically offered:** On Demand

EXM-6150 Psychological Aspects: Sport & Exercise (3 Credits). Requisite(s): None. During this course students will examine a systematic approach to integrated performance training using the National Academy of Sports Medicine's Optimum Performance Training model. This course is designed to prepare students interested in becoming a Performance Enhancement Specialist through the National Academy of Sports Medicine. **Typically offered:** On Demand

EXM-6151 Group Dynamics Exercise Sport (3 Credits). Requisite(s): EXM-6150. This course prepares students to develop programs and services that enhance the health, fitness, and well-being of diverse groups. Through the study of group dynamics, students explore the psychological processes that appear in group sport, exercise, and recreational activity. Topics include anxiety, self-confidence, motivation and goal setting, leadership, the self in groups, and other elements of sport psychology related to group dynamics. **Typically offered:** On Demand

EXM-6210 Sports Injury Prevention (3 Credits). Requisite(s): None. This course will explore program design principles for corrective exercise training, with an emphasis on the National Academy of Sports Medicine's Corrective Exercise Continuum, but additional program/assessment strategies will be discussed. **Typically offered:** On Demand

EXM-6220 Program Design: Strength & Conditioning (3 Credits). Requisite(s): None. Explore the foundations of strength and conditioning as established by the National Strength and Conditioning Association (NSCA). Design and critique strength and conditioning programs based on NSCA guidelines. Designed to prepare students interested in becoming a Certified Strength and Conditioning Specialist (CSCS) through the NSCA. Explore the principles of resistance training and periodization. Develop periodized programs based on foundational and current literature. Critique and justify programming selections. **Typically offered:** On Demand

EXM-6230 Functional Movement Assessment (3 Credits). Requisite(s): None. Application of mechanical principles to development of human movement, with emphasis on kinematics and kinetics. **Typically offered:** On Demand

EXM-6250 Spec Topics: Adv Strength & Conditioning (3 Credits). Requisite(s): None. Examines fundamental concepts in bioenergetics, biomechanics, cardiopulmonary responses, and skeletal muscle function & adaptation. Includes evidence-based program design and practical skills necessary for success in fire and rescue, law enforcement, and military careers. Content will help prepare students to sit for the NSCA Tactical Strength and Conditioning Facilitator certification. **Typically offered:** On Demand

EXM-6330 Applied Motor Learning (3 Credits). Requisite(s): None. An evaluation of the physical, physiological, and psychological factors that affect motor skill acquisition, performance, retention, and transfer. With a focus on voluntary movement, topics include nervous system control of movement, sensory and perceptual contributions to motor learning, information processing, optimal conditions for learning motor skills, preferred modes of feedback delivery during learning, and individual variability in motor skill acquisition. Students will apply the principles of motor learning to coaching, fitness, and rehabilitation settings. Additionally, they will analyze motor learning settings and determine adjustments to be made in those settings to foster motor skill acquisition for a variety of populations. **Typically offered:** On Demand

EXM-6340 Current Topics in Sports Psychology (3 Credits). Requisite(s): None. *T*his course covers current topics in sport psychology. Emphasizes theory and research on personality, motivation, arousal, cognition, attributions, attitudes, self-efficacy, leadership effectiveness, and group dynamics. **Typically offered:** On Demand

EXM-6350 Sport in Society (3 Credits). Requisite(s): None. Are sports an avenue for personal empowerment or a path to exploitation? What do sports mean in American society? Study the ways in which sports are embedded in social systems such as the economy, government, and education. Themes include race, class and gender issues, crime and violence in sport, and the economic impact of sport. **Typically offered:** On Demand

EXM-6990 Practicum in Exercise and Sport Science (3 Credits). Requisite(s): None. Development and implementation of a strength and conditioning program through a case study with a member of the community. Justify your programming selections and assess program success. **Typically offered:** All Sessions

EXM-6995 Independent Study in Exercise Science (1-4 Credits). Requisite(s): None. Graduate students only. Independent research and study in a topic in Exercise Science. Prerequisites: graduate standing and approval of the department chairperson. **Typically offered:** On Demand

EXM-6998 Master's Capstone: Human Movement (6 Credits). Requisite(s): None. In-depth study of selected advanced topics in human movement science. **Typically offered:** All Sessions

Finance (FIN):

FIN-2001 E-Finance (3 Credits). Requisite(s): BUS-1001. This course will introduce E-Finance, including its development, the success models with corresponding case studies, the effects on the financial industry and its status. Topics will include Big Data Analytics Application in E-Finance, Internet Payment, Third- party Payment, Electronic Money, Electronic Trading, P2P Lending, Crowd Funding, Online Banking, Online Insurance, Online Asset Management, Online Broker and E-Finance Risk & Regulation. **Typically offered:** On Demand

FIN-3301 Principles of Finance (3 Credits). Requisite(s): ACC-1001 or ACC-1101; ECO-1201 or ECO-2202, MAT-1105 or higher. Cross listed with: ECO-3331. An introduction to the process by which corporations obtain financing for developing their respective businesses. Analytical techniques such as the use of financial ratios, the time value of money, and net present value are examined. Also covered are the workings of the debt and equity markets. This course will not count as a liberal arts elective. **Typically offered:** On Demand

FIN-3302 Managerial Finance (3 Credits). Requisite(s): ECO-3331 or FIN-3301; MAT-1109. Cross-listed with: ECO-3332. Focuses on the efficient management of the financial resources of the firm. Consideration is given to the time value of money, the statistical analysis of risk, and the use of financial ratios. Explores financial statements, analysis, financial planning, working capital management, short- and long-term financing, and optimal capital structure. Leases versus purchases and dividend policies are studied. This course will not count as a liberal arts elective. **Typically offered:** Fall and Spring Sessions

FIN-3312 Investment Analysis (3 Credits). Requisite(s): ECO-3331 or FIN-3301; MAT-1109. Cross-listed with: ECO-3333. Quantitative and qualitative methods of analyzing industrial securities, with emphasis on common stock; principles underlying the selection and management of both individual and institutional portfolios; market timing and technical strategies. This course will not count as a liberal arts elective. **Typically offered:** On Demand

FIN-3316 Personal Finance (3 Credits). Requisite(s): BUS-1001. Analysis of the many aspects of personal finance in modern society. Topics include personal budgeting, investments, mortgages, insurance, and taxes. **Typically offered:** All Sessions

FIN-3317 Principles of Real Estate Finance (3 Credits). Requisite(s): FIN-3301 or FIN-3316. An introduction to the process by which finance is obtained for the purchase of real estate. This includes presentations on the workings of financial markets for financial instruments related to real estate. There is also substantial discussion of analytical techniques such as the use of financial ratios and time value of money. **Typically offered:** All Sessions

FIN-3334 Public Finance (3 Credits). Requisite(s): ECO-3331 or FIN-3301; MAT-1109. Cross-listed with: ECO-3334. A study of government budgets and the budgetary process. The role of federal, state, and local governments in production and the provision of Social Security. The economic impact of alternative expenditure on income distribution. The impact of government borrowing on financial markets. **Typically offered:** Spring Session

FIN-3340 Insurance and Risk Management (3 Credits). Requisite(s): FIN-3301 or FIN-3316. To learn and understand risk management and all the insurance implications of the business world including property, liability, underwriting, reinsurance, retention of risk, and claims management. To recognize the importance of insurance and risk management within all business industries in our society and to be exposed to the opportunities in this field. **Typically offered:** Spring Session

FIN-3341 Property and Liability Insurance (3 Credits). Requisite(s): FIN-3301 or FIN-3316. This course will introduce the fundamentals of insurance, basic insurance operations such as underwriting,

marketing, and claims. This course also provides students with an understanding of insurance contracts, loss exposures, and risk management. **Typically offered:** Fall Session

FIN-3342 Personal Insurance (3 Credits). Requisite(s): FIN-3301 or FIN-3316. This course analyzes personal loss exposures and insurance coverages, including homeowners dwelling and contents, personal liability, inland marine, auto, life, health and government programs. This course will develop a concept of personal risk management and how insurance products can be used to reduce risk. **Typically offered:** All Sessions

FIN-3343 Commercial Insurance (3 Credits). Requisite(s): FIN-3301 or FIN-3316. This course provides an overview of commercial insurance in general, and a more detailed description of the coverage in all the major lines of commercial insurance. The course will also cover general contract provisions and highlight significant coverage, exclusions and conditions. The interrelationship of the provisions within the general commercial contract are explained. **Typically offered:** All Sessions

FIN-3351 Advanced Finance (3 Credits). Requisite(s): FIN-3301. A survey of theoretical concepts that are commonly discussed in several key subfields within Finance. For example: 1) the history of money and the evolution from Fixed Exchange Rate systems to Floating Rate systems within the study of International Finance, 2) a presentation of some traditional Investment models in the study of Macroeconomics as a contrast to the notion of Investment within the study of Finance and 3) The Efficient Markets Hypothesis in contrast to the Financial Crisis Theories of Hyman Minsky. There is also a discussion of the application of Time Value analyses for valuing Financial Instruments as well as for decision-making within the process of Capital Budgeting. This is usually followed with a discussion of analytical techniques used in understanding the role of Risk such as Markowitz Analysis and the Capital Asset Pricing Model. Finally, the analysis of the use derivatives such as Options, Futures and Swaps with an exposure to the Black Scholes Option Pricing Model. **Typically offered:** Fall and Spring Sessions

FIN-3412 Portfolio Management (3 Credits). Requisite(s): ECO-3331 or FIN-3301; MAT-109. The construction and analysis of both individual and institutional investment portfolios; portfolio objectives, strategies, and constraints; economic and non-economic variables impacting portfolios; performance measurement. This course will not count as a liberal arts elective. **Typically offered:** On Demand

FIN-3416 Introduction to Financial Derivatives (3 Credits). Requisite(s): ECO-3331 or FIN-3301; MAT-1109. Examines the use of financial derivatives, including options, forwards, futures, and swaps. Topics are approached with a blend of theory and practice. Considerable emphasis on quantitative analysis of pricing and strategies with the objective of preparing the student to properly use derivatives in managing the financial risks of a business. **Typically offered:** On Demand

FIN-3420 International Finance (3 Credits). Requisite(s): ECO-3331 or FIN-3301. An examination of the range of financial issues facing companies once they begin conducting business and/or owning assets outside the country in which they are headquartered. This course is a combination of corporate and managerial finance. Issues such as using global financial markets to finance the firm, identifying and

managing currency risk, and the operational and strategic use of hedging techniques will be highlighted. Students also will learn how the value of an international firm is affected by the scope and nature of its international operations and international finance activities. **Typically offered:** On Demand

FIN-3422 Financial Institutions Management (3 Credits). Requisite(s): ECO-3331 or FIN-3301. Analyzes the structure of corporations providing financial services. Course examines institutions such as commercial banks, investment banks, and insurance companies. Management problems unique to such firms are considered. Areas examined include management of assets and liabilities, credit and interest rate risk, control of financial operations, and the impact of government regulations. **Typically offered:** Fall Session

FIN-4412 Portfolio Management (3 Credits). Requisite(s): ECO-3331 or FIN-3301; MAT-1109. Cross-listed with: ECO-4433. The construction and analysis of both individual and institutional investment portfolios; portfolio objectives, strategies, and constraints; economic and non-economic variables impacting portfolios; performance measurement. This course will not count as a liberal arts elective. **Typically offered:** On Demand

FIN-4990 Internship in Finance (1-3 Credits). Requisite(s): None. Open to junior and senior Finance majors. Department approval required. The Finance internship is open to majors with junior or senior standing. Placements depend on the availability of suitable positions and must amount to a minimum of 45 hours for 1 credit, 90 hours for 2 credits, and 135 hours for 3 credits. The instructor, along with the site placement supervisor, will guide and evaluate the quality of the work. Internships must relate to a student's area of focus or proficiencies within the Finance major and will provide the student with an opportunity to apply knowledge and skills gained through coursework. During an internship, students must maintain a comprehensive daily log or blog of personal work activities and write a final reflection paper demonstrating how the internship relates to concepts introduced by Finance coursework and how it raises new questions for the student about the field/work in question. **Typically offered:** On Demand

FIN-4998 Capstone in Finance (3 Credits). Requisite(s): Senior Standing (98 credits). Department approval required. A capstone seminar for Finance seniors to compose a research paper on a topic of financial interest or conduct an analytical project developing a suitable financial strategy for a firm or institution upon studying its current financial condition. **Typically offered:** On Demand

FIN-6001 Corporate Finance (3 Credits). Requisite(s): ACC-6650 or ACC-6601. Graduate students only. This course will introduce business finance, including corporate financial management and investments. It will provide a framework and introduce concepts and tools for analyzing financial decisions using principles of modern financial theory. Topics will include discounted cash flow techniques, corporate capital budgeting and valuation, investment decisions, financial asset pricing, and theory of market efficiency. **Typically offered:** All Sessions

FIN-6501 Advanced Finance (3 Credits). Requisite(s): FIN-3301. Graduate students only. A survey of theoretical concepts that are commonly discussed in several key subfields within Finance. For example: 1)

the history of money and the evolution from Fixed Exchange Rate systems to Floating Rate systems within the study of International Finance, 2) a presentation of some traditional Investment models in the study of Macroeconomics as a contrast to the notion of Investment within the study of Finance and 3) The Efficient Markets Hypothesis in contrast to the Financial Crisis Theories of Hyman Minsky. There is also a discussion of the application of Time Value analyses for valuing Financial Instruments as well as for decision-making within the process of Capital Budgeting. This is usually followed with a discussion of analytical techniques used in understanding the role of Risk such as Markowitz Analysis and the Capital Asset Pricing Model. Finally, the analysis of the use derivatives such as Options, Futures and Swaps with an exposure to the Black Scholes Option Pricing Model. **Typically offered:** Fall and Spring Sessions

Fine Arts (FA):

FA-1102 Topic: Meditation Through the Arts Neon in Art (3 Credits). Requisite(s): None. The aim of this class is to explore art practice as a form of mediation. After studying various meditative approaches such as breathing and visioning, students will apply contemplative methods to art creation. This includes journaling, collaging, chanting, sound and doodling. This course is a full body experience and allows students reflective engagement with both art methodology and media. The aim is to build introspective strategies to navigate multiple responsibilities as students. **Typically offered:** All Sessions

FA-1200 Introduction to the Keyboard Contemporary (3 Credits). Requisite(s): None. This class is designed for the student with no prior music reading experience. It also is taught with the presumption that the student has never played the keyboard. Thus, students will be introduced to basic concepts of notation, hand placement, keyboard technique, and musicianship. Every music student needs familiarity with the keyboard, particularly about effectively participating in the music theory class. **Typically offered:** On Demand

FA-1400 New York Music Venues (3 Credits). Requisite(s): None. This course is designed to acquaint students with the various music venues in New York City. It will explore the development and history of these venues. The music performed there as well as the performing artists will also be studied. Musical elements as well as orchestral instruments will be studied for the purpose of enhancing the learning experience. **Typically offered:** All Sessions

FA-1401 Music of the Western World (3 Credits). Requisite(s): None. A survey of important music and musicians of the Western World from the beginning of the Christian era to the present. Lectures are supplemented by recordings, films, slides, and concerts. **Typically offered:** All Sessions

FA-1402 Orientation in Art (3 Credits). Requisite(s): None. This class introduces students to global art from ancient times to the present. Students study examples of different art objects and art making techniques in their social, cultural, and political context and learn to conduct formal analysis of art works in different media. Students also learn about topics and debates in art world practice (such as censorship,

restoration, and iconoclasm) to forge connections between the study of art history and the contemporary world in which we live. **Typically offered:** All Sessions

FA-1403 Music of Many Cultures (3 Credits). Requisite(s): None. An introduction to the music of cultures such as those of India, Indonesia, Japan, Europe, and Sub-Saharan Africa. The music of African Americans and Native Americans will also be studied. Lectures are supplemented by recordings, films, slides, and concerts. **Typically offered:** On Demand

FA-1404 American Music (3 Credits). Requisite(s): None. The course is an introductory, one-semester survey of American music, presented as three distinct yet parallel streams--folk, popular, and classical--that reflect the diverse character of the United States. Comparing and contrasting musical styles across regions and time that arise out of the history and musical traditions of the many immigrants to America will lead to a better understanding of both the diversity and the inter-relationships of the cultures that are a part of the American experience. This will be accomplished through a combination of reading, lecture, guided listening, projects, assignments, and class discussion. **Typically offered:** On Demand

FA-1405 Fundamentals of Music Theory (3 Credits). Requisite(s): None. Fundamentals of Music Theory is a general course in learning to read and write musical notation, incorporating elementary work in writing melodies, rhythms, scales, and harmony. **Typically offered:** On Demand

FA-1408 Italian Fine Arts (3 Credits). Requisite(s): FA-1402 or FA-1420. This survey of art and architecture in Italy since 1200 focuses on major styles and movements as well as on principal figures and personalities in the arts. Outstanding cities that served as centers for artists are also studied. Lectures, slide presentations, films, and museum visits. Oral and written reports. **Typically offered:** On Demand

FA-1410 Popular World Music (3 Credits). Requisite(s): None. This course is an introductory, one semester survey of popular music genres and artists from around the globe that developed and exist outside the dominant American/Western European popular music mainstream. While some familiar international styles such as Reggae, Salsa, K-Pop, and others will be covered, the student will also be exposed to many lesser-known styles and genres. Each chapter focuses on a specific region and culture, its unique popular music (including its historical-cultural origins), and the best-known representative artists. This will foster a deeper understanding of the way popular music developed and is used by various world cultures, leading to a better understanding of the cultures themselves. We will examine not just music, but also how music is related to and interacts with literature, dance, art, religion, and culture in general, including gender, race, and socio-economic issues. This will be accomplished through a combination of reading, lecture, guided listening, projects and assignments. **Typically offered:** On Demand

FA-1420 American Art (3 Credits). Requisite(s): None. This class introduces students to American art by studying examples of visual art and material culture such as painting, sculpture, architecture, photography, textiles, performance art, and public art, in the context of major social, cultural, and political developments in American history. Students will examine how the meaning of American art is not only a function of its subject or content, but also of where it is produced, where it is displayed and/or how it used, and the identity of the artist. **Typically offered:** On Demand

FA-1430 Social Justice Art in African Diaspora (3 Credits). Requisite(s): None. This course seeks to explore Black life (cultural, political, social and spiritual) through the perspective of the Black artist. Students will gain exposure to the visual culture of the African Diaspora, including artists located on the African continent and those of African descent dispersed throughout many nations. Focus will be given to North America, Haiti, Senegal, Brazil and the United Kingdom. Students will study art collectives and art movements that use art making to influence an array of social justice topics including civil rights, immigration, and prison reform. An inquiry-based learning method will guide student engagement with artists using different media and practices (painting, sculpture, photography and installation). Students will learn how and why African Diasporic identities are formed and maintained along with how visual representation can aid in fueling systemic change. **Typically offered:** All Sessions

FA-2001 Italian Film: From Neorealism to Contemporary (3 Credits). Requisite(s): None. This course will offer a unique opportunity to explore Italian cinema from the revolution introduced by Neorealism (mid-1940s to the beginning of the 1950s) to the emergence of the great filmmakers, like Pier Paolo Pasolini, Michelangelo Antonioni, Federico Fellini, and Luchino Visconti. A view of contemporary cinema will also be offered through the directorial styles of Tornatore, Amelio and Crialese. Some Italian literature will also be presented. **Typically offered:** On Demand

FA-2002 History of Photography (3 Credits). Requisite(s): FA-1402 or FA-1420. This course provides an overview of the cultural, material, technological, and artistic history of photography from 1839 to the present. It places an emphasis on photography as a technology dependent on social interaction, mediation, and the public sphere. Although students will be expected to gain general knowledge of photographic processes, the focus will be how photographs convey meanings through their formal elements, historical context, dissemination, and reception. In addition to looking at photographs online and in digital archives, the class will visit the Brooklyn Historical Society to study firsthand examples of early photographic formats as well as exhibits of modern and contemporary photography at galleries and museums in New York City. **Typically offered:** All Sessions

FA-2100 Beginner Guitar Contemporary (3 Credits). Requisite(s): None. Students will learn the fundamentals of playing the guitar and how to apply basic music theory. Skills developed will include right- and left-hand technique, strumming patterns, and picking. Students will learn to play and understand chords, scales, and arpeggios; read music notation and guitar tablature; analyze basic song forms; and improvise. By exploring solo and accompaniment work, students will learn how to use their skills in solo and ensemble settings. **Typically offered:** Fall Session

FA-2404 Introduction to Studio Art (3 Credits). Requisite(s): FA-1402 or FA-1420. Arts are a resource for enlarging students' experiences beyond their immediate surroundings. Instruction in the arts encourages students to take pleasure in creating and performing in the arts, regardless of previous experience. In this course, students will explore the basic elements and principles of art, such as space, form, and color, and use these principles to create original and meaningful pieces of artwork. Can be continued in FA-2405. **Typically offered:** On Demand

FA-2405 Introduction to Studio Art (3 Credits). Requisite(s): FA-1402 or FA-1420. A continuation of FA 2404. Typically offered: On Demand

FA-2406 Ancient Egyptian Art (3 Credits). Requisite(s): FA-1402. A study of Ancient Egyptian architecture, sculpture, painting, and crafts from the first through the 22nd dynasties. Factors contributing to the art of the Old, Middle, and New Kingdoms is analyzed, including ancient Egyptian geography, history, culture, literature, and mythology. Slide lectures, classroom discussions, readings, and museum visits are included. **Typically offered:** On Demand

FA-2407 Art & Archeology in Latin America (3 Credits). Requisite(s): FA-1402. A survey of the art and archeology of the pre-Colombian civilizations in Mesoamerica and the Andean region in South America. The focus is on four cultures: the Olmec, the Maya, the Aztec, and the Inca. The colonial art of a later period and contemporary art are also studied. Field trips to museums. **Typically offered:** On Demand

FA-2408 Commemorative Practices in the United States (3 Credits). Requisite(s): WRI-1100; AMS-1001 for students pursuing American Studies minor. This course surveys commemorative practices in the United States from the Revolutionary period to the present, focusing on how individual Americans and the nation remember the past, honor people and events, and reflect on national tragedies. While this course will place an emphasis on how memories of past events and experiences have been given physical form in monuments, souvenirs, and impromptu shrines, other commemorative arts covered may include music, poetry, and film. The histories and debates surrounding several major memorials will be studied. The class will visit several of New York's memorial sites. **Typically offered:** Spring Session

FA-2409 Art of Social Change in the US United States (3 Credits). Requisite(s): FA-1402 or FA-1420; AMS-1001 for students pursuing American Studies minor. This course surveys art made in the United States with the purpose of effecting social change. By making rhetorical visual and the abstract personal, images can be powerful tools of social persuasion. Some have questioned art's political effectiveness, arguing that art is inherently removed from political action. Others have dismissed explicitly socially conscious art as propaganda. This class will investigate such claims by looking at a wide range of fine art and visual media, showing how the boundaries between art and popular media, personal expression and social commentary, and commercial and political motives, are more fluid than not. The class will begin with topics and debates related to current social movements. The class will then go back in time to cover key moments in the history of the art of social change, moving chronologically from the visual culture of abolitionism to late 20th- century and early 21st-century topics such as feminist art and the art of war protest. The class will end with a study of some examples of social practice or dialogical art. **Typically offered:** On Demand

FA-2410 Art in New York City (3 Credits). Requisite(s): any 1000 level FA course. This course offers students the opportunity for in-depth study of New York museum and gallery exhibitions. Art works will be the primary sources that students examine onsite firsthand, along with the contextual and historical framework provided by the exhibitions' curators. Exhibitions at nearby museums and galleries, such as the Brooklyn Museum, the International Center of Photography on the Lower East Side of Manhattan, BRIC gallery on Fulton Street, Smack Mellon gallery in DUMBO, and the Whitney

Museum of American Art, will determine the specific focus of the course. Students will develop an interpretive final project (such as an exhibition tour or public program and/or community outreach proposal). Class meetings will regularly take place off campus at galleries, museums, and at public art installations, and students will be required to take public transportation to sites that are not within walking distance from campus. **Typically offered:** On Demand

FA-3413 Austrian Cult & Fine Arts (3 Credits). Requisite(s): FA-1402. Cross-listed with: ICS-5307. An introduction to the culture and arts of Austria, with particular attention to Vienna. Painting, sculpture, architecture, urban planning, and music are examined from a historical perspective. Classroom lectures are supplemented by slides, films, and museum visits. **Typically offered:** On Demand

FA-3416 Early and Medieval Christian Art (3 Credits). Requisite(s): FA-1402. This course focuses on the development of the arts within the Church from the fourth to the 14th century. It begins with an introduction to common symbols and themes used in the arts of the period and progresses to the study of painting, sculpture, and architecture. Emphasis is placed on the evolution of these art forms from the early Christian period through the Gothic. Decorative and functional objects such as stained-glass windows and reliquaries will be examined for their style and purpose. **Typically offered:** On Demand

FA-4995 Independent Study in Fine Arts (1-3 Credits). Requisite(s): None. A project undertaken by the student with the approval of the Department Chairperson. Students develop and pursue a reading and research program resulting in a paper of appropriate length. **Typically offered:** On Demand

FA-4996 Choir (1 Credit). Requisite(s): None. Members of the College Choir may apply for a one-credit Independent Study based on their training, practice, rehearsals, and public performances during one semester. Approval from the Department Chairperson is required and evaluation is conducted by the Department Chairperson in consultation with the Moderator of the Choir. This course may be repeated for a maximum of three credits. **Typically offered:** On Demand

FA-5412 Selected Readings in Honors (3 Credits). Requisite(s): None. An interdisciplinary seminar course in which a variety of text (novels, plays, essays, and criticism) are read. Emphasis is on eliciting from the students a critical reading of the texts. Seminar discussions, written analysis, oral reports, and term papers, are required for participants. Professors from various departments of the College will participate. **Typically offered:** Spring Session

FA-5414 Art in New York City (Honors) (3 Credits). Requisite(s): None. This seminar will generally survey contemporary art and the New York area scene. It will help students to discover new artists, to be knowledgeable about different media, and to put recent work in historical context. Guest lectures may include working artists, art dealers, curators, arts administrators, and collectors. Class meetings may take place off campus at galleries, artist studios, and museums. **Typically offered:** On Demand

FA-5415 Honors Seminar: Opera in New York City (3 Credits). Requisite(s): None. This seminar generally surveys contemporary art and the New York area scene. It helps students discover new artists, be knowledgeable about different media, and to put recent work in historical context. Guest lecturers may

include working artists, art dealers, curators, arts administrators, and collectors. Class meetings may take place off campus at galleries, artist studios, and museums. **Typically offered:** On Demand

FA-5416 Honors Seminar: Public Art (3 Credits). Requisite(s): None. This course covers traditional public monuments and memorials, as well as performance art, social practice art, sound art, digital art, temporary public art installations, and public art interventions. Students will learn about the commissioning process, audience reception, and policies developed to negotiate the removal and relocation of public art no longer in sync with contemporary values. Site visits to public art projects in New York City will be made as a class and individually. **Typically offered:** Fall Only

FA-5417 Blues, Jazz, and the Harlem Renaissance (3 Credits). Requisite(s): None. An exploration of blues, jazz, and the literature of the Harlem Renaissance. In the process of developing a stronger, more critical appreciation of these art forms, students study such legendary figures as Alain Lock, WEB duBois, Langston Hughes, Zora Neal Hurston, Louis Armstrong, Bessie Smith, and Duke Ellington. Lectures are supplemented with film, slides, and recorded examples. Students will attend live jazz performances. **Typically offered:** On Demand

Fitness and Health (FIT):

FIT-1102 Exercise, Fitness, and Weight Control (2 Credits). Requisite(s): None. An interdisciplinary approach to the relationship of exercise to health, including nutrition and weight control, stress reduction, and cardiovascular fitness. The course includes classroom work as well as participation in fitness assessment and activities. This course is designed for NON-PE Majors. **Typically offered:** On Demand

FIT-1106 Floor Hockey (2 Credits). Requisite(s): None. Floor hockey for fitness and health. Students will play, practice, and learn how floor hockey can improve strength, endurance and flexibility. **Typically offered:** On Demand

FIT-1131 Traditional Japanese Karate (2 Credits). Requisite(s): None. Instruction in karate skills. This course is designed for NON-PE Majors. **Typically offered:** On Demand

FIT-1132 Basic Yoga (2 Credits). Requisite(s): None. Yoga postures and breath control for enhanced flexibility, strength and endurance to improve mind and body wellness. This course is designed for non-PE Majors. **Typically offered:** All Sessions

FIT-1141 Fencing (2 Credits). Requisite(s): None. Students are introduced to basic fencing techniques, tactics, and conditioning exercises. Students apply their knowledge and skills in a competitive tournament. This course is designed for non-PE Majors. **Typically offered:** On Demand

FIT-1142 Weight Training (2 Credits). Requisite(s): None. Create and apply a lifelong weight training fitness plan for all ages and ability levels. Students will learn about weight loss, strength gain, healthy eating, and exercise program design. This course is designed for non-PE Majors. **Typically offered:** On Demand

FIT-1143 Golf (2 Credits). Requisite(s): None. Students will learn basic rules and techniques of golf. The grip, aim setup and swing will be taught using a putter, irons, wood, and drivers. The health and fitness benefits of golf will also be discussed. This course is designed for NON-PE Majors. **Typically offered:** On Demand

FIT-1144 Toning and Abdominal Conditioning (2 Credits). Requisite(s): None. Toning and abdominal exercise conditioning program that slims, tightens, and firms up the midsection. Exercise, diet, and healthy nutritional tips will be discussed. This course is designed for non-PE Majors. **Typically offered:** On Demand

FIT-1145 Dance and Rhythmic Skills (2 Credits). Requisite(s): None. Students will experience, learn and engage in basic dance, rhythm, and movement activity that can be used to maintain lifelong health and wellness. **Typically offered:** On Demand

FIT-1146 Creative Dance (2 Credits). Requisite(s): None. Basic dance choreography, instruction, learning and practice for everyone. Students create their own dances through an exploration of movement, music and personal expression. **Typically offered:** On Demand

FIT-1147 Ballet Introduction (2 Credits). Requisite(s): None. A beginner ballet class for all ages and abilities. Basic low intensity ballet movements will be practiced enhancing strength, flexibility, fitness, and overall health. **Typically offered:** On Demand

FIT-1149 Hip Hop Dance (2 Credits). Requisite(s): None. Students will learn basic hip hop movements and dance routines. The health and fitness benefits of Hip Hop will be explained. **Typically offered:** On Demand

FIT-1150 Basketball (2 Credits). Requisite(s): None. Basketball for everyone. Improve your skill and physical health. Emphasis will be placed on basketball as a lifetime fitness and leisure activity. **Typically offered:** On Demand

FIT-1152 Exercise Training Techniques and Methods (3 Credits). Requisite(s): None. Students gain training experience, improved conditioning, and instructional skills in a wide variety of fitness activities that encompass the aerobic, anaerobic, and muscular system. **Typically offered:** On Demand

FIT-1440 Conditioning and Training (3 Credits). Requisite(s): None. Fitness, exercise, health and conditioning for everyone. This course will also help to prepare students for federal job standard fitness tests. **Typically offered:** On Demand

FIT-4990 Fitness Internship (3 Credits). Requisite(s): None. Students with advanced standing may intern at approved sites under professional supervision. The student must maintain a comprehensive log of activities to be submitted to the department Chairperson at the end of the enrollment term. Only open to declared Physical Education majors. Internships cannot substitute for major courses within the Education curriculum. Internships must be approved by the Chairperson. **Typically offered:** On Demand

Forensic Science and Criminal Justice (FCJ):

FCJ-6001 Advanced Forensic Biology and DNA Analysis (3 Credits). Requisite(s): None. This course provides an in-depth exploration of biological evidence and its applications in forensic science. Topics include advanced principles and methods of DNA extraction, quantification, amplification, and interpretation; current technologies such as next-generation sequencing, probabilistic genotyping, and mitochondrial DNA analysis; and the evaluation of biological materials including blood, saliva, hair, and tissue. Emphasis is placed on casework applications, validation studies, quality assurance, and interpretation of complex DNA profiles. Students will engage in laboratory exercises, critical review of current research, and analysis of real or simulated forensic cases. Ethical considerations, expert testimony, and emerging trends in forensic biology are also addressed. **Typically offered:** On Demand

FCJ-6002 Forensic Chemistry and Toxicology (3 Credits). Requisite(s): None. The course *Forensic Chemistry and Toxicology* examines advanced chemical and toxicological analyses in forensic practice, covering controlled substances; explosives and ignitable liquids; environmental and biological toxins; pharmacokinetics/pharmacodynamics; dose–response relationships; and interpretation of toxicology results. Students apply instrumental methods (GC–MS, LC–MS/MS, ICP–MS, FTIR, Raman, fluorescence, UV–Vis), chromatographic separations, immunoassays, and rigorous sample preparation with an emphasis on method development/validation, measurement uncertainty, QA/QC, and ISO/IEC 17025 standards. Case-based work develops competencies in chain of custody, evidentiary interpretation, technical reporting, courtroom testimony, and professional ethics. Laboratory exercises and projects integrate analytical technique with real-world case scenarios. **Typically offered:** On Demand

FCJ-6003 Crime Scene Investigation and Reconstruction (3 Credits). Requisite(s): None. The course *Crime Scene Investigation and Reconstruction* develops advanced competencies in the systematic documentation, processing, and reconstruction of crime scenes, emphasizing scene security, search strategies, contamination control, and defensible evidence recovery. Students practice comprehensive recording methods (notes, sketches, photography, videography, 3D scanning/photogrammetry), pattern-evidence interpretation (bloodstain pattern analysis, shooting incident/trajectory, footwear and toolmarks), and event sequencing through hypothesis testing and falsification. Topics include environmental and human-factor considerations; death-scene triage and time-since-event estimation; integration of laboratory results with scene findings; chain of custody and quality assurance; and legal/ethical issues affecting search warrants, consent, and expert testimony. Field and laboratory exercises use mock scenes and case files to produce courtroom-ready reports and reconstruction narratives. **Typically offered:** On Demand

FCJ-6004 Criminal Law and Procedure (3 Credits). Requisite(s): None. The course *Criminal Law and Procedure* examines the foundations of substantive criminal law and the mechanics of criminal procedure from investigation through post-conviction review. Students analyze elements of offenses, inchoate crimes, accomplice liability, and affirmative defenses alongside constitutional doctrines governing search and seizure, interrogation, identification, counsel, due process, and equal protection. Emphasis is placed on the lifecycle of a case—charging, bail and pretrial release, discovery, plea bargaining, suppression motions, trial practice, sentencing, appeals, and collateral/post-conviction remedies—together with

prosecutorial discretion, victims' rights, ethical obligations, and the impact of forensic and digital evidence on litigation strategy. Comparative perspectives and New York practice are incorporated where relevant to illuminate policy choices and reform trends. **Typically offered:** On Demand

FCJ-6005 Criminological Theories and Research Methods (3 Credits). Requisite(s): None. The course *Criminological Theories & Research Methods* examines core criminological theories alongside graduate-level research design to equip students to explain, test, and apply accounts of crime and justice outcomes. Students engage classical and positivist foundations; social disorganization, strain/anomie, control, labeling, learning, routine activity/lifestyle, life-course and developmental perspectives; as well as critical, feminist, cultural, and biosocial approaches. Methods coverage emphasizes conceptualization and measurement, causal inference, sampling, survey and experimental/quasi-experimental designs, qualitative strategies (ethnography, interviews, content analysis), program and policy evaluation, and mixed-methods integration. Students practice data management and analytic interpretation (e.g., descriptive statistics, regression/logit basics, threats to validity), translate findings for policy and practice, and address ethics, IRB, cultural competence, and bias mitigation throughout the research cycle. **Typically offered:** On Demand

FCJ-6007 Ethics in Forensic Science and Criminal Justice (3 Credits). Requisite(s): None. The course *Ethics in Forensic Science and Criminal Justice* examines ethical principles and professional responsibilities at the intersection of forensic science and the criminal justice system, preparing students to recognize, analyze, and resolve dilemmas that affect truth-seeking, fairness, and public trust. Topics include professional codes and accreditation obligations; cognitive bias and confirmation risk; disclosure duties (Brady/Giglio) and discovery ethics; quality assurance/quality control, error reporting, and corrective action; lab management ethics, whistleblowing, and organizational culture; privacy, consent, and data governance for DNA, digital forensics, and databases; equity and cultural competence in practice and policy; expert testimony ethics, report writing, and communication with nontechnical audiences; misuse of statistics and probabilistic evidence; AI/automation oversight; and lessons from wrongful convictions and forensic controversies. Case-based exercises emphasize defensible decision-making, bias mitigation strategies, transparency in documentation, and the design of ethics policies and standard operating procedures that align scientific reliability with legal admissibility. **Typically offered:** On Demand

FCJ-6100 Digital and Cyber Forensics (3 Credits). Requisite(s): None. The course *Digital and Cyber Forensics* surveys principles and practice of digital and cyber forensics across criminal, civil, and administrative matters, with emphasis on evidentiary reliability, legal admissibility, and human factors in cyber offending and investigation. Students learn the end-to-end workflow—scene triage and seizure; imaging and verification; file systems and artifacts (Windows, macOS, Linux); email, browser, registry, and log analysis; mobile devices; cloud and SaaS data; social media and OSINT; network flow/PCAP review; and basics of malware, phishing, insider threats, and cryptocurrency tracing. Topics include chain of custody, hashing and documentation, timeline reconstruction, incident response coordination, privacy and data-protection constraints, warrants and provider requests, reporting standards, and expert

testimony. Psychological aspects of cybercrime (motivations, group dynamics, social engineering, online radicalization) are integrated to support investigative hypotheses and risk assessment. Case-based labs and mock hearings develop practical skills in analysis, communication, and ethical decision-making. **Typically offered:** On Demand

FCJ-6102 Forensic Psychology (3 Credits). Requisite(s): None. The course *Forensic Psychology* examines how psychological science informs—and is shaped by—the legal system across criminal, civil, and administrative contexts. Students survey core domains of forensic psychology, including competencies and criminal responsibility, risk assessment and psychometrics, eyewitness memory and identification, investigative interviewing, deception and malingering, juvenile and family court issues, victimology and trauma, jury decision-making, corrections and rehabilitation, and ethics and professional standards. Emphasis is placed on evidence-based practice, cultural competence, and the limits of inference when translating research to policy and casework. Applied activities include case analyses, mock evaluations and reports, structured risk assessments, and testimony simulations that foreground scientific validity, legal admissibility, and clear communication to non-specialist audiences. **Typically offered:** On Demand

FCJ-6103 Forensic Accounting and Fraud Investigation (3 Credits). Requisite(s): None. The course *Forensic Accounting and Fraud Investigation* examines principles and practice of forensic accounting and fraud investigation across corporate, nonprofit, and public-sector contexts, emphasizing evidentiary integrity, analytical rigor, and clear communication to legal and executive audiences. Students learn to detect, document, and quantify financial irregularities through transaction testing, ratio/Benford analyses, data mining and visualization, link analysis, and digital traces in accounting systems and ERPs. Core topics include internal controls and COSO frameworks; revenue recognition and expense manipulation schemes; asset misappropriation and procurement fraud; financial statement fraud; corruption and conflicts of interest; AML/Bank Secrecy Act basics; cryptocurrency and digital-payment tracing; whistleblower programs; interviewing and deception cues; chain of custody and records preservation; reporting standards (workpapers, exhibits, loss quantification); and expert testimony. Case studies and labs use real-world datasets to practice red-flag assessment, investigation planning, documentation, and collaboration with counsel, auditors, and law enforcement. **Typically offered:** On Demand

FCJ-6104 Terrorism and Homeland Security Studies (3 Credits). Requisite(s): None. The course *Terrorism and Homeland Security Studies* surveys terrorism and homeland security through theoretical, historical, and policy lenses, examining the motives, methods, and organizational structures of domestic and international extremist groups alongside the governmental and community systems designed to prevent, respond to, and recover from attacks. Students analyze radicalization pathways, lone-actor violence, cyber and critical-infrastructure threats, CBRN risks, and the evolving role of social media, encryption, and finance. Core topics include intelligence collection and analysis, interagency coordination, emergency management and ICS, threat and vulnerability assessment, risk communication, civil liberties and legal authorities, community resilience, and program evaluation. Case-based exercises

develop practical skills in indicators and warnings, red-teaming, incident action planning, and after-action review, while policy memos and briefings emphasize clear, ethical communication for decision makers. **Typically offered:** On Demand

FCJ-6105 Human Rights and Criminal Justice Policy (3 Credits). Requisite(s): None. The course *Human Rights and Criminal Justice Policy* examines how international human rights norms intersect with—and shape—criminal justice policy in the United States and comparative jurisdictions. Students survey core frameworks (UDHR, ICCPR, CAT), constitutional touchpoints (First, Fourth, Fifth, Eighth, and Fourteenth Amendments), and policy arenas including policing and use of force, prosecution and plea bargaining, indigent defense, detention and prison conditions, juvenile justice, immigration enforcement, surveillance and digital rights, victims' rights, and remedies (consent decrees, litigation, oversight, and legislative reform). Emphasis is placed on evidence-based analysis, equity and disparate impact, and ethical decision-making. Through case studies and applied labs, students practice translating research and rights standards into actionable memos, policy designs, and stakeholder-ready briefings. **Typically offered:** On Demand

FCJ-6990 Supervised Practicum (3 Credits). Requisite(s): None. The course *Supervised Practicum* is a culminating research thesis or applied capstone completed in partnership with a justice-sector organization (e.g., accredited forensic laboratory, law-enforcement agency, court/oversight body). Under faculty supervision, students identify a partner-defined problem, synthesize relevant literature and standards, secure required approvals (IRB/agency), and design a rigorous protocol with data-management and QA/QC plans. They implement approved methods, analyze results, and translate findings into operationally useful deliverables—such as validation packets, SOPs, dashboards, workflow improvements, or policy briefs—accompanied by a scholarly report and professional oral defense for both academic and agency audiences. Emphasis is placed on scientific integrity, legal and ethical compliance, reproducibility, and clear communication of limitations and impact. **Typically offered:** On Demand

FCJ-6998 Capstone project in partnership with forensic labs, law enforcement, or judiciary. (3 Credits). Requisite(s): None. The course C*apstone project in partnership with forensic labs, law enforcement, or judiciary* serves as a culminating research thesis or applied capstone completed in collaboration with an external partner (e.g., accredited forensic laboratory, law-enforcement agency, court or oversight body). Under faculty supervision, students design and execute a rigorous project that addresses a real operational or policy need—such as method validation, workflow/QA improvement, case-data analysis, risk assessment, performance metrics, or evidence-handling and reporting practices. Required milestones include a prospectus with literature review and stakeholder needs analysis; protocol and data-management plan (including IRB/agency approvals where applicable); memorandum of understanding (MOU) and confidentiality/security compliance; interim progress reviews; and a final deliverable consisting of a written report or thesis, technical appendices (e.g., SOPs, code, dashboards, or validation packets), and a professional oral briefing to both academic and agency audiences. Emphasis is placed on scientific integrity, legal and ethical admissibility, reproducibility, and clear communication of limitations and impact. **Typically offered:** On Demand

French (FRE):

FRE-1101 Beginning Year French I (3 Credits). Requisite(s): None. The attainment of audio-lingual skills. For students who are beginning French and for those who have studied French for no more than two years in high school. **Typically offered:** Fall Session

FRE-1102 Beginning Year French II (3 Credits). Requisite(s): FRE-1101. Continuation of FRE 1101. **Typically offered:** Spring Session

FRE-2103 Lower Intermediate French (3 Credits). Requisite(s): FRE-1102. The control of elementary audio-lingual skills and their further development; emphasis on developing reading skills. This course is not for native or fluent speakers. **Typically offered:** On Demand

FRE-2104 Upper Intermediate French (3 Credits). Requisite(s): FRE-2103. Continuation of FRE-2103. **Typically offered:** On Demand

FRE-2200 French Cinema (3 Credits). Requisite(s): GLS-1240 or GLS-1241. This course explores French and Francophone cinema from several regions and countries including France, Belgium, North Africa, Senegal, the Caribbean, Canada, and Southeast Asia. Students are introduced to social, historical, economic, and political issues confronting these diverse societies through the analysis and discussion of key cinematographic works and short essays and literary texts. Taught in English. **Typically offered:** On Demand

FRE-3201 Masterpieces of French Literature I (3 Credits). Requisite(s): FRE-2104. Reading and discussion of major works from the medieval period to the 20th century, these works are read in modern versions of the original language. **Typically offered:** On Demand

FRE-3202 Masterpieces of French Literature II (3 Credits). Requisite(s): FRE-3201. Continuation of FRE-201. **Typically offered:** On Demand

FRE-3300 Global French Cinema (3 Credits). Requisite(s): FRE-1101. This course explores French and Francophone cinema from several regions and countries including France, Belgium, North Africa, Senegal, the Caribbean, Canada, and Southeast Asia. Students are introduced to social, historical, economic, and political issues confronting these diverse societies through the analysis and discussion of key cinematographic works and short essays and literary texts. **Typically offered:** On Demand

FRE-4100 Studies in French (3 Credits). Requisite(s): None. Liberal arts credit; does not fulfill a language requirement. Conducted entirely in English and dealing with an aspect of French literature or civilization. Specific topics are to be announced each semester. **Typically offered:** On Demand

FRE-4303 Advanced French Conversation (3 Credits). Requisite(s): FRE-3202. Designed to develop the technique and vocabulary of discussion as a supplement to expression in the areas of experience. **Typically offered:** On Demand

FRE-4304 Nineteenth-Century French Literature (3 Credits). Requisite(s): FRE-3202. A study of the principal authors and literary movements of this period, exclusively of the poets. **Typically offered:** On Demand

FRE-4403 Twentieth-Century French Literature (3 Credits). Requisite(s): FRE-3202. A study of the development of French literature from 1900 to the present. **Typically offered:** On Demand

FRE-4408 Eighteenth-Century French Literature (3 Credits). Requisite(s): FRE-3202. A study of 18th-century literature as a reflection of the historical, social, and cultural development of France. **Typically offered:** On Demand

FRE-4995 Independent Study in French (1-3 Credits). Requisite(s): None. Research and reading project, agreed upon by professor and student, is carried out under the professor's supervision. The students' progress is monitored by regular meetings and reports. Evaluation by means of several methods--examinations, written assignments, term paper, oral reports. **Typically offered:** On Demand

Freshmen Orientation (SFC):

SFC-0040 Reading, Writing, and Critical Thinking Workshop (1 Credit). Requisite(s): None. This course is designed to help native and non-native speakers develop the skills needed to meet the demands of academic English. Students learn reading, writing, and study skills in a variety of activities designed to stimulate discussions. **Typically offered:** Fall Session

SFC-1001 First-Year Experience (1 Credit). Requisite(s): None. Welcome to St. Francis College and First- Year Experience (FYE). FYE is a unique course designed to provide you with the opportunity to explore issues relevant to new students during your first semester at St. Francis College. Our goal for the semester is to provide an open forum for discussion about college transition issues and concerns and collectively build relationships and community. Through this course we will promote essential college-level success skills, and greater self-awareness, self-care, self-advocacy, and personal growth skills. Over the course of the semester, we will deepen your understanding of yourself as a scholar, individual, and global citizen. Together, we will investigate your college experience holistically, which will allow you the ability to make informed decisions paving the way for a richer, fuller college career. This course will include one lecture hour and one recitation hour per week. **Typically offered:** All Sessions

SFC-2000 Readmit and Completion Seminar (1 Credit). Requisite(s): None**.** The Seminar is designed to address the needs of students returning and or transferring to SFC. This is a reinforcement of college academic policies and procedures and strategies to improve academic performance and increase grade point averages (GPA) as well as recognition of Prior Learning potentials and Experiential Learning opportunities. **Typically offered:** All Sessions

Global Studies (GLS):

GLS-1101 Introduction to Global Studies (3 Credits). Requisite(s): None. This course introduces students to Global Studies, the systematic study of the global system and its related features, qualities, trends, institutions, processes, structures, and problems. Students discuss and critically analyze the collected elements and components - including people, institutions, principles, procedures, norms and habits - whose interactions make up the world. Selected themes covered in the course include identity and culture, science and technology, international politics, human rights, trade, migration, environmental issues, and war and peace. **Typically offered:** On Demand

GLS-1240 Peoples/Cultures of Contemporary Asia/Africa World I (3 Credits). Requisite(s): None. This course examines the interaction between various societies' political-economic structures and their cultural value systems. While studying such non-Western societies and areas as China, India, and Sub-Saharan Africa, students will acquire an understanding of major historical eras, important geographical features, philosophical and religious systems, and contemporary political and social developments. **Typically offered:** Fall Session

GLS-1241 Peoples/Cultures of the Contemporary World II (3 Credits). Requisite(s): None. This course introduces students to some of the issues facing European societies in the economic, social, political, and cultural spheres from the French Revolution to European integration. While studying the history and culture of the peoples of Europe, students will acquire an understanding of major historical eras, important geographical features, philosophical and religious systems, and contemporary political and social developments. **Typically offered:** Spring Session

GLS-1242 Feminist Activism and Social Justice in France World II (3 Credits). Requisite(s): None. In this course, we will examine the link between feminism and social policies since World War II from the French perspective. In a nation where citizens regularly march in the streets and have made social justice a pillar of society, how does activism influence lawmaking and how do social policies influence feminism? What are the advantages and limits of the French model? How does activism differ from one country to another? What do these differences reveal about our own culture? We will focus on issues such as access to childcare and education, reproductive rights, parental leave policies, and gender-based violence. We will examine these matters through scholarly works, newspaper articles, political pamphlets as well as street art and graphic novels. Course taught in English. **Typically offered:** Fall Session

GLS-1300 Mafia in Fiction and History (3 Credits). Requisite(s): None. Through analysis of historical, anthropological, literary, political, and cinematic materials, this course investigates how Italian Organized Crime has been portrayed in Italian and American Films from the early 20th century to the present, in contrast to its historical and political reality. The glamorized representation of the Italian mafia in Hollywood has had a significant impact on how the American public views it. The fiction concerning the mafia, including stereotypes, myths, and legends, will be critically investigated through the analysis of historical texts, articles in scholarly journals in anthropology and political science, autobiography, poetry, photography, and some of the most significant American and Italian films and novels depicting mafia subculture. **Typically offered:** On Demand

GLS-2001 Global Citizenship (3 Credits). Requisite(s): None. This course is intended to equip students with the knowledge and competencies of global citizenship-a term used for individuals who have a "global mindset," i.e., they perceive, are aware of, and engage with global communities. Global citizens explore the complicities of global and local connections in issues such as global justice, human rights, climate change, and inequalities, among others, and can propose solutions considering different cultures and multiple points of view. **Typically offered:** On Demand

GLS-2100 Human Rights in Latin America (3 Credits). Requisite(s): GLS-1101; HIS-1200 or PSC-1200. This class integrates economic theories with a critical cultural reading of its effects on the social fabric in Latin America. Four case studies have been chosen for this course: Argentina, Brazil, Chile and Mexico. The course explores key memory narratives and key economic concepts through the lens of Human Rights and Trauma Studies, Literature, Film Studies, Performance and Visual Arts. **Typically offered:** On Demand

GLS-2101 Topic: Justice and Ecology in the Hebrew Bible (3 Credits). Requisite(s): None. This course will explore the stories, commandments, and traditions around social justice and ecological stewardship in the Hebrew Bible. We will read the primary texts (in English translation) as well as rabbinic commentaries and modern interpretations. Students will gain an understanding of the deep origins of our modern ethics of justice, human rights, and ecological healing. **Typically offered:** Spring Session

GLS-2102 Islam, Democracy, Human Rights (3 Credits). Requisite(s): None. The course aims to provide students with a general overview of the basic themes and issues in discussions about Islam and democracy with an emphasis on the discourse on human rights. This course will first introduce the relationship of the political with the religious regarding Islam and will then discuss the discourse on democracy in Islamic milieus in the 20thand early 21stcenturies. *It* will then move on to discuss the relationship between the religion of Islam, Muslim societies, and international human rights norms in the last 50 years, reflecting upon political Islam, colonialism, and the nation-state. **Typically offered:** On Demand

GLS-2200 Global French Cinema (3 Credits). Requisite(s): GLS-1240 or GLS-1241. This course will provide a comparative perspective of theoretical and cultural production in the Hispanophone Caribbean and among Latino communities in the United States, by introducing students to the main discussions in cultural studies. What are the different practices, artifacts, and communities encompassed by the concept of "culture"? How is it related to concepts such as language, civilization, and identity? **Typically offered:** Spring Session

GLS-2002 Global Cuisines of NYC (3 Credits). Requisite(s): GLS-1101. This course introduces students to the diversity of global cuisines in New York City through systematic field-based experiential learning. Students will study the central role of foodways in the cultural geography of New York City and its related diasporas, trends, institutions, structures, and problems. Students will discuss and critically analyze global cuisines of New York City – including peoples, cultures, histories, consumption practices and patterns of “taste.” These interactions shape our lives and identities as New Yorkers socially, economically, politically, and nutritionally. Students will attend several neighborhood field excursions in

the form of food tours during scheduled class time. Select themes covered in the course include identity and culture, class, labor, race, gender, migration, and power. **Typically offered:** On Demand

GLS-3312 Hispanic Caribbean Culture and Literature (3 Credits). Requisite(s): GLS-1240 or GLS-1241. This course will provide a comparative perspective of theoretical and cultural production in the Hispanophone Caribbean and among Latino communities in the United States, by introducing students to the main discussions in cultural studies. What are the different practices, artifacts, and communities encompassed by the concept of "culture"? How is it related to concepts such as language, civilization, and identity? **Typically offered:** Spring Session

GLS-3314 Puerto Rican Culture and Literature (3 Credits). Requisite(s): GLS-1240 or GLS-1241. This course will offer a panoramic view of Puerto Rican literature beginning with the Grito de Lares in 1868 and ending with twenty-first-century contemporary literature. Among the general themes of the course will be anticolonial and nationalist movements, literary genealogies, cultural history, and the control of women's sexuality. **Typically offered:** Fall Session

GLS-3316 Hum Rights Activism, Advocacy & Social Change (3 Credits). Requisite(s): HIS-1203 or PSC-1200. There is too often a chasm between human rights rhetoric and sustainable, justice-based change. This class will examine this chasm, but also the myriad forms and examples of human rights activism and advocacy around the world. Students will have an opportunity to work in teams to enact a human rights campaign and will also leave the course with basic leadership skills in conflict resolution that they can use in their activism and advocacy. **Typically offered:** On Demand

GLS-4001 Theories and Methods in Global Studies (3 Credits). Requisite(s): GLS-1101. Must have 90 credits. An overview of theories and methods for Global Studies majors. The course serves to prepare students for their Senior Thesis, providing a framework for students to develop their research project. The course provides students with conceptual vocabulary in Global Studies and examples of Global Studies research. **Typically offered:** On Demand

GLS-4990 Global Studies Internship Studies (1-3 Credits). Requisite(s): None. Must have 60 credits. The Global Studies internship is an advanced course open to majors with junior or senior standing. Placements depend on the availability of suitable positions and must amount to a minimum of 45 hours for 1 credit, 90 hours for 2 credits, and 135 hours for 3 credits. The instructor, along with the site placement supervisor, will guide and evaluate the quality of the work. Internships must relate to a student's area of focus or proficiencies within the Global Studies major and will provide the student with an opportunity to apply knowledge and skills gained through coursework. During an internship, students must maintain a comprehensive daily log or blog of personal work activities and write a final reflection paper demonstrating how the internship relates to concepts introduced by Global Studies coursework and how it raises new questions for the student about the field/work in question. **Typically offered:** On Demand

GLS-4998 Senior Thesis (3 Credits). Requisite(s): GLS-4001. The preparation and presentation of a senior thesis in Global Studies under the direction of a mentor and reader chosen from the GLS faculty or related department and approved by the Chairperson. Students develop an independent research project

based on the thesis proposal in GLS 4001 Theories and Methods in Global Studies. Students will work with their faculty mentor and thesis readers to finalize their research project. Regular meetings with the mentor and reader are required throughout the semester. **Typically offered:** On Demand

Greek (GRK):

GRK-1101 Biblical Greek I (3 Credits). Requisite(s): None. Cross-listed with: REL-2110. An introduction to the study of Biblical Greek vocabulary and grammar. Students are enabled to translate basic texts from the New Testament and the Septuagint. **Typically offered:** Fall Session

GRK-1102 Biblical Greek II (3 Credits). Requisite(s): GRK-1101. Cross-listed with: REL-2111. Building on GRK 1101, this course completes the Biblical Greek Grammar. Students are enabled to translate texts from the New Testament and the Septuagint. Students are also introduced to the fields of textual criticism and translation studies. **Typically offered:** Spring Session

Health Care (HC):

HC-1001 Introduction to American Health Service Delivery I (3 Credits). Requisite(s): None. An introduction to the pluralistic health system of 21st-century America; institutions, manpower, consumers, financing, and government. This foundation course will survey topics covered in higher-level courses, as well as describe the broader environment in which individual services are grounded. Topics include public, private, and voluntary services; the impact of laws and regulations at the local, state, and federal levels; the public health hierarchy; the influences of fiscal intermediaries on health care. **Typically offered:** On Demand

HC-1003 Introduction to Gerontology (3 Credits). Requisite(s): None. An overview of issues concerning the aging population and process; stereotypes, retirement issues, physical and psychological changes, legal and financial needs, family support. Traditional facilities as well as innovative concepts and programs are introduced. **Typically offered:** On Demand

HC-2001 Organization and Management of Health Institutions (3 Credits). Requisite(s): HC-1001 with a grade of C or higher Introduction to basic organization with emphasis on acute-care hospitals and departmental structure. The managerial functions and supervisory skills for the middle manager; comparison of managerial styles. **Typically offered:** Fall Session

HC-2002 Legal Issues in Health Care (3 Credits). Requisite(s): HC-1001 with a grade of C or higher. An overview of legal issues confronting health care personnel. Topics include contracts, informed consent, patient rights, record keeping, liability for negligence and malpractice, as well as other ethical topics. **Typically offered:** Fall Session

HC-2003 Decision-Making in Health Field (3 Credits). Requisite(s): HC-1001 with a grade of C or higher. An in-depth workshop approach to management problems in health care delivery. The emphasis is

on case study and an experiential method of problem-solving. Specific cases will be used to illustrate problem- solving and decision-making techniques of practical use to health care professionals. Interpersonal skills and group dynamics are also developed. **Typically offered:** Spring Session

HC-3001 Personnel Management in the Health Field (3 Credits). Requisite(s): HC-1001 with a grade of C or higher. Introduction to the effective management of human resources. Topics covered include recruitment, training and supervision, discipline, evaluation, and termination. The course applies personnel theories and techniques to the health field. **Typically offered:** Fall Only

HC-3002 Health Planning and Research (3 Credits). Requisite(s): HC-1001 with a grade of C or higher; MAT-2301. Students will examine and analyze the health care research literature with an emphasis on understanding and then applying statistics in novel health care situations. **Typically offered:** On Demand

HC-3003 Evaluation and Quality Assurance in Health Care (3 Credits). Requisite(s): HC-1001 with a grade of C or higher, MAT-2301. Introduction to the efforts to assure quality in health services, professionals, and institutions; peer review, utilization review, medical audit, credentialing and continuing education, accreditation. diagnosis- related groups or DRG'S, ambulatory payment classifications or APC's, Medicare and Medicaid reimbursements, Accountability within professions vs. external controls. Evaluation models applied to health programs and services. **Typically offered:** On Demand

HC-3004 Financial Management for the Health Fields (3 Credits). Requisite(s): HC-2001. Survey of the principles of accounting theory with emphasis on their application to the health field. Managerial accounting as it relates to planning, budgeting, staffing, and rate setting. Designed for the middle manager. **Typically offered:** On Demand

HC-3005 Long-Term Care Management (3 Credits). Requisite(s): HC-1003*;* HC-2001. The principles, skills and knowledge involved in organizing and managing a long-term care facility. Special attention is given to the needs of the aged at various levels of care, financing mechanisms, federal, state, and local regulations, and criteria/standards which must be met to secure licensure in New York State as a nursing home administrator. **Typically offered:** On Demand

HC-3006 Alternate Care for the Aged (3 Credits). Requisite(s): HC-1003*;* HC-2001. This course includes learning about topics such as Elderly Waiver (EW) and Alternative Care (AC) programs that fund home and community-based services (HCBS) for people aged 65 and older who may need the level of care provided in a nursing home but choose to live in the community. Case management, home health care, and special provisions such as respite care will be covered. **Typically offered:** On Demand

HC-3007 Mental Health: Concepts & Administration (3 Credits). Requisite(s): HC-2001*;* PSY-1100. A study of basic principles of mental health, as well as an overview of maladjustment. Programs, treatment modalities, facilities designed to maintain or restore mental health, and long-term custodial institutions will be discussed. **Typically offered:** On Demand

HC-4990 Field Placement in the Health Field I (1-5 Credits). Requisite(s): Complete 15 credits in HC subject with a grade of B, senior, standing and departmental approval. Observation and supervised experience in selected health care settings; participation in administrative meetings and training sessions. Includes on-campus seminar to discuss problems and progress. May be taken for two semesters with the approval of the approval of the chairman only. **Typically offered:** All Sessions

HC-4991 Field Placement in the Health Field II (1-3 Credits). Requisite(s): Complete 15 credits in HC subject with a grade of B, senior, standing and departmental approval. Observation and supervised experience in selected health care settings; participation in administrative meetings and training sessions. Includes on-campus seminar to discuss problems and progress. May be taken for two semesters with the approval of the approval of the chairman only. **Typically offered:** All Sessions

HC-4995 Independent Study in Health Care I (1-3 Credits). Requisite(s): Complete 15 credits in HC courses with a 3.0 GPA and departmental approval. Independent investigation into selected topics in health care management under the direction of a department faculty member. Pre- requisite: 15 credits in HC courses with B average and Departmental approval. **Typically offered:** All Sessions

HC-4996 Independent Study II (1-3 Credits). Requisite(s): 15 credits in HC courses with B average and Departmental approval. Independent investigation into selected topics in health care management under the direction of a department faculty member. **Typically offered:** All Sessions

HC-4998 Seminar on Health Management Issues (3 Credits). Requisite(s): None. Senior standing. Senior seminar dealing with the ethical aspects of current issues in the health field. Topics may include organ transplantation, managed care, informed consent, confidentially of patient records, reproductive technology, genetic research, and whistle blowing. Designed to be taken in the student's final year, this course is the capstone experience for both content and skills. Fulfilling the college requirement of a comprehensive project, each student will make a major presentation and write a mid- length thesis-quality paper. Taken in the last semester, with the approval of the chairman. **Typically offered:** Spring Session

HC-6001 U.S. Health Care Delivery and Markets (3 Credits). Requisite(s): None. Graduate students only. This course will explore the U.S. health care industry, one of the most controversial and changing industries in the global economy. Topics of discussion will include characteristics of the components of U.S. health care systems, the roles of the public and private sector, the impact of managed care, health care markets, and health care reform strategies. **Typically offered:** On Demand

HC-6002 Leadership and Innovation in Health Care (3 Credits). Requisite(s): HC-6001. Graduate students only. This course will explore how leaders develop and implement innovations in health care. Topics will include design thinking, evaluating new opportunities, leadership theories, overcoming organizational resistance to change, and the roles of entrepreneurship and intrapreneurship and reforms in the current health care environment. **Typically offered:** On Demand

HC-6003 Health Care Finance and Reimbursement (3 Credits). Requisite(s): ACC-6601*;* FIN-6001. Graduate students only. This course will explore health care financial management and reimbursement systems in the U.S. Students will focus on the practical application of financial concepts and skills in

health care settings. Topics will include third-party payers, Medicare/Medicaid payments, managing working capital, resource allocation, and the impact of local and federal health care reforms. **Typically offered:** On Demand

HC-6004 Special Topics in Health Care Management (3 Credits). Requisite(s): None. Graduate students only. This course will explore specific, identified topics in health care management. The subject matter will be chosen by the instructor prior to registration, with the approval of the department chair. Topics may include information technology, marketing, project management, or other contemporary concerns in health care management. **Typically offered:** On Demand

Health Science (HS):

HS-1001 Health Issues (2 Credits). Requisite(s): None. Provides an overview of select current issues in health. Data necessary for making informed decisions will be presented. Personal and societal attitudes, beliefs, and values implicit in the decision-making process will be discussed as they relate to health behavior and, consequently, health outcomes. This course does not fulfill the 2-credit core requirement for HCM majors. **Typically offered:** All Sessions

HS-1201 Community Health (3 Credits). Requisite(s): None. An introductory course in community health issues, including basic concepts of community health; overview of government, foundations, private agencies, and voluntary health organizations; health care reform issues; the nine different areas of community health programming, such as chronic and communicable disease control measures, health promotion, and health education. **Typically offered:** On Demand

HS-1206 Safety and First Aid (3 Credits). Requisite(s): None. A survey of home, school, and community programs in safety and first aid. Methods of safety research, Haddon's matrix, rating calculation, identification of accident types, methods to control causation and responsibilities of individuals, and the community for safe living. Procedures for temporary care of victims of accidents and sudden illness. Successful completion of this course leads to American Red Cross Certification in Standard First Aid and Personal Safety (includes Adult CPR). **Typically offered:** All Sessions

HS-1207 Nutrition (3 Credits). Requisite(s): None. An introductory course in human nutrition that includes its importance to optimum physical and emotional health. The nutrients--carbohydrates, proteins, lipids, water, vitamins, and minerals--are studied as to their composition, usage in the human body, where found in foods, how digested and utilized in the human body. Body requirements, patterns of diet for various groups, and specific conditions, as well as social and cultural influences on food selection are studied. **Typically offered:** All Sessions

HS-1302 Consumer Health (3 Credits). Requisite(s): None. Consumer problems are viewed in terms of economic, sociological, psychological, and biological consequences to the individual and the community; consumer attitudes and behavior regarding needs, desires, and response to advertising, incorrect labeling, health insurance, life insurance, Medicare, over-the-counter drugs, cosmetics, health fads and quackery,

consumer protection agencies, evaluation of products, and other topics of interest to the consumer. **Typically offered:** On Demand

HS-1305 Coping with Stress (3 Credits). Requisite(s): None. This interdisciplinary course explores theories, research, and techniques related to the impact and management of stress. Emphasis upon the application of stress reduction techniques through class exercises in progressive muscle relaxation, autogenic and imagery training, systematic desensitization, assertiveness training, time management, and problem-solving. **Typically offered:** All Sessions

HS-1306 Healing and Wholeness (3 Credits). Requisite(s): None. Exploring healing and wholeness from many perspectives, this course is an overview of healing from the traditions of the shaman to contemporary faith healers, from ancient roots through modern medicine--Chinese medicine, Ayurvedic medicine, and homeopathy as well as alternative medicines and holistic therapies and ways to self-healing through dream journals and meditation. **Typically offered:** Spring Session

HS-1403 Women's Health Issues (3 Credits). Requisite(s): None. Accurate information about their own health needs enables women to become more active participants in their own health care. Issues include physicians' attitudes toward women, knowing one's own body, contraception, pregnancy, rape, family violence, hysterectomy and mastectomy, mental health issues, and patients' rights in the health system. **Typically offered:** Fall Session

HS-1419 Death, Loss, and Grief (3 Credits). Requisite(s): None. Investigates the processes of death, loss, and grief while focusing upon the way patterns of dealing with death are interwoven with patterns of living. The family, religion, medicine, economy, law, and community are considered. Specific issues addressed include the moral and legal aspects of euthanasia and the right to die; the hospital, hospice, and home as alternative sites for dying; definitions of life and death; religious and cultural burial customs; and the bereavement process. The implications of these issues are explored by health care practitioners and other individuals in the helping professions as well as for people in their daily lives. 3 credits. Spring; evening. **Typically offered:** Spring Only

HS-1501 Introduction to Public Health (3 Credits). Requisite(s): None. An introductory course in the study of public health the content of course will focus on basic material related to the five public health foundations: Health Services, Epidemiology, Social/Behavioral, Science, Environmental Health and Biostatistics. Discussion will include the biomedical basis of public health, some historical developments of public health, and the role of health ethics especially in research and future challenges. The course will also present an introduction to cross-cutting areas of public health including communication, and informatics, diversity and culture, leadership, public health biology, professionalism, program planning, and systems thinking. **Typically offered:** On Demand

HS-2150 Methods in Teaching Health (3 Credits). Requisite(s): None. Development and application of health education methods to trainers who will teach disease prevention and health promotion to diverse audiences. Focus on developing health literacy across the lifespan for each constituency. **Typically offered:** Fall Session

HS-2151 Theory & Research in Health Promotion (3 Credits). Requisite(s): HS-2150. Review of empirical research including basic interpretation of elementary statistical tests and techniques. Literature review of behavior maintenance, adoption, change and management theories drawn from the public health and social sciences. **Typically offered:** Spring Session

HS-2240 Introduction to Environmental Public Health (3 Credits). Requisite(s): None. This introductory course will examine the root causes and the scientific understanding of the major environmental health problems associated with urban communities. The course will examine key historical trends and look at current trends and new emerging issues facing densely- populated urban cities. Topics covered includes an examination of both indoor and outdoor environmental pollutants and biological hazards related to food, water, sanitation, air quality, noise, radiation, and occupational or indoor hazards. Specific pollutants of interest will be discussed, including asbestos, heavy metals, pesticides, PCBs, radiation, mold, tobacco smoke and other allergens with relevance to their impact on public health. Environmental disasters, either naturally occurring or artificially induced, i.e., as acts of terrorism, will also be examined as a potential vehicle of disease and threat to public health. The course will also look at current trends in novel urban design, construction, and urban planning (so-called green construction) as a means of mitigating environmental hazards and promoting public health. The course will conclude with an examination of the scientific basis for policy decisions and regulations that aim to control environmental hazards and lessen their impact on the health of urban communities. **Typically offered:** Fall Session

HS-2250 Public Health Perspectives on Human Sexuality (3 Credits). Requisite(s): BIO-1140; BIO-1141; PSY-1101 or SOC-1000. This course addresses questions about human sexuality using bio- medical knowledge about anatomy (the organs), physiology (function), and behaviors. We will look at the lifespan health issues that trouble people the most using a public health perspective. We will address health issues that impact sexuality, although related to other bodily systems. Along the way, we explore where people obtain sexual information, review its accuracy and develop strategies for finding valid information. We will talk about global Public Health interventions that promote responsible sexuality, equal access to reproductive information and technologies, and how health disparities impact global health measurements. Together we will create sexual behavior negotiations, consent exchanges, and shared responsibility scripts that we will talk about considering legal, ethical, economic, and cultural conditions. Community-based careers and scholarships in sexual health will also be introduced. **Typically offered:** Fall Session

HS-2406 Epidemiology (3 Credits). Requisite(s): None. An introductory study of the factors influencing nature and causes of communicable diseases and chronic conditions in human populations. The study of principles, practices, theories, and methods related to the control and prevention of disease prepares the student for practical application of statistics. Topics include the natural history of diseases in various population groups, environmental and biological factors influencing the emergence of disease, and the investigation of a community health problem. **Typically offered:** On Demand

HS-3250 Designing Health Promotional Programs (3 Credits). Requisite(s): HS-2151; 2 courses from Subject HS. Students are guided through planning and designing a health promotion program in a content area, setting, and population of their own choice. **Typically offered:** Fall Session

HS-3251 Implementation and Evaluation of Health Promotion Programs (3 Credits). Requisite(s): None. Students are guided through program acceptance, marketing implementation, and evaluation programs. Students will organize and implement a campus-wide health fair and evaluate it. **Typically offered:** Spring Session

HS-4000 Special Topic: Obesity - an Epidemic Marine Biology in Belize (3 Credits). Requisite(s): None. In this course, students will learn about the prevalence of and rise of obesity in our society. Causes of obesity and its effect on health will be explored. Socioeconomic factors such as cheap high calorie food, and increasing urbanization, as well as genetics, cultural differences in perception of food, and its preparation and consumption will be examined. The biology of the effects of weight on organ systems such as the heart and circulation and diabetes will be considered. Models of successful solutions to this problem will be presented, and students will be encouraged to formulate their own solutions. **Typically offered:** On Demand

HS-4001 Special Topic: 3D Printing in Health (3 Credits). Requisite(s): None. A practical overview of 3D printing technologies and design in Health Care. **Typically offered:** On Demand

HS-4350 Intro to Research and Bioethics in HP (3 Credits). Requisite(s): HPSCI majors: HS-3251; HCMGT majors: no prerequisite required. Provides a dual introduction to concepts and skills that will culminate in the completion of a senior thesis in the seminar. This course introduces a variety of ethical issues related to health. Research skills from topic selection and narrowing through draft writing will be practiced. **Typically offered:** Fall only

HS-4990 Internship in Allied Health I (1-3 Credits). Requisite(s): 15 HS credits and permission of chairperson. Every semester. Observation and supervised experience in a community setting giving practical application to previously studied concepts and theories related to health promotion or health administration. Minimum of 135 hours in the field placement plus required on-campus meetings as scheduled by the instructor. May be taken for two semesters with the permission of the Chairperson only. **Typically offered:** On Demand

HS-4991 Internship in Allied Health II (3 Credits). Requisite(s): 15 HS credits and permission of chairperson. May be taken for two semesters. Observation and supervised experience in a community setting giving practical application to previously studied concepts and theories related to health promotion or health administration. Minimum of 135 hours in the field placement plus required on-campus meetings as scheduled by the instructor. **Typically offered:** On Demand

HS-4995 Independent Study in Health Science Promotion (1-3 Credits). Requisite(s): 15 HS credits with a B average or higher. Permission of chairperson and a proposal are required. Independent investigation into a selected health science topic under the direction of a department faculty member.

Usually culminates in a major paper. Requires a written proposal accepted by the Chairperson prior to registration. **Typically offered:** On Demand

HS-4996 Independent Study in Health Science II (3 Credits). Requisite(s): HS-6000. Students may elect a second semester as HS-6001. **Typically offered:** On Demand

HS-4998 Seminar in Health Science (3 Credits). Requisite(s): HS-4350 (concomitantly). Senior Standing. Integrating theory and practical experiences in health promotion, this seminar allows in-depth exploration of issues of importance to the field. Completion of a thesis paper and oral presentation encompasses the major work in this course. **Typically offered:** On Demand

HS-5420 Healing in a Cultural Context (3 Credits). Requisite(s): None. Open to Honors students only. This course is an interdisciplinary exploration of the interface of medical sciences and spiritual healing arts. It begins with very early attempts of human beings to explain illness and death and to intervene, then traces that process to the present. The course investigates medical, surgical, spiritual, and psychological interventions within their cultural contexts. Topics include Chinese medicine, Native American healing, and the phenomenon of miracle cures. **Typically offered:** On Demand

History (HIS):

HIS-1101 Survey of Western Civilization to 1500 (3 Credits). Requisite(s): None. A survey of the principal historical events, forces, and movements from the Dawn of Man to the Reformation; ancient, medieval, and early modern developments. **Typically offered:** Fall Session

HIS-1200 Understanding Human Rights (3 Credits). Requisite(s): None. This course will examine significant violations of human rights within their historical context. The evolution of human rights as entities within a global political thought and practice will provide philosophical context. There will be a specific focus on human rights law and moral pressures concerning the relief, remedy, and prevention of injustices to victims of society from diverse perspectives. Students will be encouraged to rely on reasonable evidence and critical thinking when studying these historical controversies, rather than on biased accounts or emotional arguments. Each of these topics will be carefully studied to identify root causes and sources of problems and then to retrace the pathways of movements and policies that were developed to address them and improve societies. **Typically offered:** On Demand

HIS-1201 US History 1896 to Present (3 Credits). Requisite(s): None. The major economic, social, intellectual, and political movements of the twentieth century in the United States. **Typically offered:** All Sessions

HIS-1302 Survey of World History Since 1500 (3 Credits). Requisite(s): None. The course examines major developments in the economic, political, technological, cultural, and social history of world civilizations from the rise of world trade around the turn of the sixteenth century up to the present. In the process it examines the events, ideas, institutions, and people that have helped make the world what it is today. **Typically offered:** All Sessions

HIS-2101 Lecture Series, Topic: New York Observed History, Literature and Culture Colonial Times to the Present (3 Credits). Requisite(s): HIS-1201 An interdisciplinary lecture series with invited scholars exploring selected themes in NYC history, literature, and culture from colonial times to the present. Lectures are open to the public. For credit students attend both lectures and a weekly discussion section. Occasional walking tours of NYC landmarks and neighborhoods are also given. **Typically offered:** Fall Session

HIS-2102 Lecture Series, Topic: Christianity (3 Credits). Requisite(s): HIS-1201; PSC 1202 or PSC-1204. Christianity is one of the world's leading religions. It is fitting that it should be objectively studied to understand its origins, leaders, values and effects. **Typically offered:** All Sessions

HIS-2103 Lecture Series: Brooklyn Observed (3 Credits). Requisite(s): HIS-1201. An interdisciplinary lecture series with invited scholars exploring selected themes in Brooklyn history, politics and culture from colonial times to the present. Lectures are open to the public. For credit students attend both lectures and a weekly discussion section. Occasional walking tours of Brooklyn landmarks and neighborhoods are also given. **Typically offered:** On Demand

HIS-2105 Lecture Series: East Asia (3 Credits). Requisite(s): HIS-1201. A survey of East Asian history from the 19th century to the present with a focus on China, Japan, and Korea. Topics covered will include East Asian responses to Western imperialism during the 19th century and the impact of revolution, international conflict, and modernization on East Asia during the 20th century. **Typically offered:** On Demand

HIS-2106 Balkans History (3 Credits). Requisite(s): HIS-1201. This course is an overview of the social, economic, political, and cultural history of southeastern Europe, starting with the Ottoman conquest in the 15th century and ending with the post-communist transitions after 1989. Course emphasizes the Ottoman millet system, village household structure, the practice of multiple religions, the influences that various Euro-Asian empires had on this region, the rise of regional and Mediterranean trading networks, 19th-century national revolutions, pre- World War I modernization without industrialization, the state socialist system, and the challenge of post-socialist European integration. **Typically offered:** On Demand

HIS-2108 Lecture Series: Modern African History (3 Credits). Requisite(s): None. At the close of the 20th century, The Economist magazine labeled Africa the hopeless continent. This course moves beyond such blanket assessments by exploring the changes that Africans experienced during the colonial and post-colonial periods and the diverse attempts to deal with these challenges. It examines colonial and post-colonial African issues, including the colonial legacy and neocolonialism; conflict and human rights; development, poverty, and the debt problem; healthcare infrastructure; globalization, democracy, and multiparty politics; and how these relate to the world at large. **Typically offered:** On Demand

HIS-2201 New York on Location: Walking Tours in The City (3 Credits). Requisite(s): HIS-1201. One of the best ways to experience New York City is on foot. In multiple wide-ranging walking tours led by

their instructor students explore the rich history, architecture, and neighborhoods of New York City. Assigned background reading precedes each site visit. Past locations have included Central Park, Governor's Island, DUMBO, Green-Wood Cemetery, and assorted New York City cultural institutions, museums, and communities. **Typically offered:** On Demand

HIS-2202 Ancient History (3 Credits). Requisite(s): HIS-1201 A study of ancient history from the origin of man to the fall of Rome; contributions made by the ancient world to modern civilization. **Typically offered:** On Demand

HIS-2203 International Human Rights and Humanitarian Law (3 Credits). Requisite(s): HIS-1201 or HIS-1203/PSC-1200 or HIS 1302 or PSC-1202 This introductory course surveys the history of international human rights and humanitarian law both from a theoretical perspective as well as a case law perspective. **Typically offered:** On Demand

HIS-2301 Medieval History (3 Credits). Requisite(s): HIS-1201. A survey of the history of the Middle Ages; feudalism, universities, monarchy, the Church, the Hundred Years' War. **Typically offered:** On Demand

HIS-2303 World in the 20th and 21st Century (3 Credits). Requisite(s): HIS-1201. A study of the evolution of the nation-state system in the twentieth and twenty-first centuries. Concepts and world events such as imperialism, nationalism, fascism, communism, the Great Depression, the two World Wars, the Cold War, decolonization, and globalization are studied. **Typically offered:** On Demand

HIS-2310 Latin American History (3 Credits). Requisite(s): HIS-1201 A survey of Latin American history from pre-conquest days to the present. **Typically offered:** On Demand

HIS-2314 Topics in Public History (3 Credits). Requisite(s): HIS-1201. This course introduces students to many fields of public history through field trips, readings and discussion on best practices, issues, and theories of public history, and engagement in a public history term project. Students will meet public history practitioners in a range of fields, learn about methods, and gain exposure to a range of career opportunities that draw on their academic knowledge of the past. **Typically offered:** On Demand

HIS-2335 Political Themes in American Film Consequences, Containment (3 Credits). Requisite(s): HIS-1201 Cross-listed with: PSC 2335. An examination of the political ideologies in American films dealing with war, government corruption, related conspiracy theories, political figures, electoral campaigns, the incorporation of minorities and immigrants into American society, the media, economics, and foreign policy. Course will focus on the historical narrative presented by the filmmakers and ask whether the films convey history or mythology. **Typically offered:** On Demand

HIS-2401 US History Age of Discovery 1789 (3 Credits). Requisite(s): HIS-1201. A survey from the earliest explorations and discoveries to government under the Constitution; the colonial struggle; the dominance of Great Britain; the Revolutionary War; and the Critical Period. **Typically offered:** Fall Session

HIS-2402 History of the United States 1789-1896 (3 Credits). Requisite(s): HIS-1201. A study of the United States as it struggled to set its new government into motion; political, economic, cultural and diplomatic developments in the nineteenth century. **Typically offered:** Spring Session

HIS-2403 Modern European History: 1560-1763 (3 Credits). Requisite(s): HIS-1201. A study of the history of Europe from the end of the religious revolts to the end of the Seven Years' War; the Thirty Years' War; the commercial revolution; and the age of absolutism and enlightenment. **Typically offered:** On Demand

HIS-2404 Modern European History: The Long Nineteenth Century (3 Credits). Requisite(s): HIS-1201. This course examines European history during what is often referred to as the long nineteenth century, a period that began with the French Revolution in 1789 and ended with the outbreak of World War I in 1914. Many important changes took place in Europe during this period: everything from industrialization and the creation of the modern nation- state to the great expansion of European power around the globe and emergence of new intellectual movements such as romanticism, liberalism, and nationalism. **Typically offered:** On Demand

HIS-3196 Interpreting the 1960s (3 Credits). Requisite(s): HIS-1201; SOC-1000. Cross-listed with: SOC-3196. This course is designed as an intensive study of the politics, culture, and social movements of the 1960s. In addition to learning about the historical events of the decade, students will be also exposed to the transformative cultural, artistic, and social movements of the period. The course will begin with an exploration of the 1950s as prelude including the early civil rights movements. It will then move onto the Kennedy administration, Freedom Summer, the legislative and policy initiatives of the Great Society, an analysis of the social movements and culture of the second half of the decade, with particular focus on the anti-war, feminist, and Black power movements, and concluding with an assessment of the cultural changes initiated by the counter-cultural youth movements. **Typically offered:** On Demand

HIS-3307 Race and Ethnicity in American Life (3 Credits). Requisite(s): HIS-1201. This course examines America's racial and cultural diversity through the historical experiences of major American minority populations: Native Americans, Latinos, African Americans, Asians, and others. **Typically offered:** On Demand

HIS-3308 History of Sexuality (3 Credits). Requisite(s): HIS-1201. This course explores the global history of sexuality, with an emphasis on cultural and social ideas about sex, gender, and sexuality; the scholarship of sexuality; the relationship between sexuality, politics, and the economy; and how sexuality coincides with other analytical frameworks including class, race, and religion. The course will move from 1500 to the present and will address the history of sexuality around the world. **Typically offered:** On Demand

HIS-3311 History of the African American (3 Credits). Requisite(s): HIS-1201. A study of African American life from 1619 to the present, with emphasis placed on the African American experience in the United States during the twentieth century. **Typically offered:** On Demand

HIS-3312 Renaissance and Reformation (3 Credits). Requisite(s): None. Intellectual and religious movements during the transition from the Middle Ages to modern times. **Typically offered:** On Demand

HIS-3315 Women in the Twentieth Century World (3 Credits). Requisite(s): HIS-1201. This course provides students with an introduction to comparative women's history in the twentieth century. Moving thematically and geographically, the course examines how women both influenced and responded to major political, cultural, and social trends around the world, including efforts for suffrage, moral reform, and peace, the world wars, the Cold War, feminisms, migration, colonialism, and decolonization. Conversations will include particular focus on race, class, religion, nation, and sexuality, and explore how women in various cultures understood and utilized those categories in distinct ways. **Typically offered:** On Demand

HIS-3370 History of American Labor (3 Credits). Requisite(s): HIS-1201. Dedicated to the study of the American worker, this course begins with a study of colonial labor systems, the emergence of nineteenth-century workingmen's parties, and the origin and development of industrial and craft unions. I*t* also treats working-class culture and the work ethic in American history. American labor leaders and labor ideologies are assessed. Labor-management relations and the federal role in labor- management disputes are also studied. **Typically offered:** On Demand

HIS-3407 Survey of United States Foreign Relations (3 Credits). Requisite(s): HIS-1201. A survey of American diplomacy from 1775 to the present: Manifest Destiny, the Civil War, the United States as a world power, and the United States after two world wars. **Typically offered:** On Demand

HIS-3456 American Cultural History - Colonial Era to Present (3 Credits). Requisite(s): HIS-1201; WRI-1100; AMS-1001 for students pursuing AMS minor. Identifies foundational themes as: place, individualism/community, ethnic identities, race, gender, and popular culture and media. All of these recurring themes will be explored here as we examine the larger intellectual, cultural, and popular forces, conflicts, and mythologies that have shaped American identity and destiny from colonial times to the present: questions of race and ethnicity, national character and exceptionalism, republicanism, egalitarianism, Manifest Destiny, the myth of Rags to Riches, and the American dream. More immediate issues that have commanded national attention in recent decades -- questions surrounding immigration and multiculturalism, and movements for racial and sexual equality -- are also addressed. **Typically offered:** On Demand

HIS-3466 History of Britain (3 Credits). Requisite(s): HIS-1201. Beginning with the Roman conquest of Great Britain, this course traces the political, economic, and cultural evolution of Britain to the present day. It examines the significant changes brought about by the Anglo- Saxon and Norman conquests, the Wars of the Roses, the English Renaissance and Reformation, and the revolutions of the seventeenth century. The Industrial Revolution, society and culture during the Victorian Era, and the development and decline of the British Empire are also significant units. **Typically offered:** On Demand

HIS-3480 New York City in the American Urban Experience (3 Credits). Requisite(s): HIS-1201. This course employs an interdisciplinary approach to the study of the American city. Utilizing New York City as a prism through which to study the evolving urban metropolis, it explores selected themes in the American urban development from colonial times to the present. Includes assorted walking tours of city sites and neighborhoods. **Typically offered:** On Demand

HIS-3490 Famous Trials: Landmark Legal Cases in American History (3 Credits). Requisite(s): HIS-1201. Selected legal controversies from the colonial era to the present are examined against their broader relationship to American culture. **Typically offered:** On Demand

HIS-3501 The Atlantic World (3 Credits). Requisite(s): HIS-1201*;* AMS-1001 for students pursuing American Studies minor. A survey of the multiple contacts between the societies of Africa, the Americas, and Europe from the time of Columbus through the early nineteenth century. The course examines the effects of European expansion, migration, the creation of a new Atlantic economy, slavery and abolition, cultural and intellectual exchanges among the continents, and the emergence of new independent states during the Age of Revolution. **Typically offered:** On Demand

HIS-3998 Historical Methods and Historiography (3 Credits). Requisite(s): HIS-1201; Four courses in HIS 3000 or higher. This course provides a critical introduction to the methods of historical research and writing and to the history of historical writing overtime (historiography). Required of all history majors as a prerequisite to their Senior History Project. **Typically offered:** Spring Only

HIS-4990 Internship in History (1-6 Credits). Requisite(s): HIS-1201. Students may intern at approved sites under professional supervision. Internships are available in the national, state, and local governments. In addition, internships are available with law firms, museums, and historical societies. Internships must be approved by the department Chairperson and are subject to availability. **Typically offered:** On Demand

HIS-4995 Independent Study in History (1-3 Credits). Requisite(s): HIS-1201. This course is for students who have a special subject interest not available among the published catalogue offerings. It is usually limited to students with 3.0 indices or above. Students who believe they qualify must meet with the department chairperson. After approval of the project, the student will seek a departmental professor, and they will draw up a contract specifying the nature of the work. A paper is usually required in this course. **Typically offered:** On Demand

HIS-4998 Historical Seminar (3 Credits). Requisite(s): HIS-3998. Advanced instruction in the methods and skills of critical analysis, research, and writing. A research paper is a major requirement of the course. Under the direction of the course instructor, students select a topic suitable for investigation. Students then communicate their results in a clearly presented, properly documented essay. **Typically offered:** Fall Only

HIS-5400 Political Themes in American Film Consequences, Containment (3 Credits). Requisite(s): None. In this course, we will examine the political ideologies in American films dealing with war, government corruption, related conspiracy theories political figures, electoral campaigns, the incorporation of minorities and immigrants into American society, the media, economics, and foreign

policy. We will specifically focus on the historical narrative presented to us by the filmmakers. Depending on the film director, the film's argument or stance on a political issue may be either explicit or subtle. We will also ask if these films really convey history or mythology. Films from virtually every era of American History will be studied- from the 1910s to the present. Readings will include, when necessary, biographical information on the individual directors in addition to explaining the historical and political context for each individual film. **Typically offered:** On Demand

HIS-5401 Seminar: Amsterdam and New Amsterdam (3 Credits). Requisite(s): None. The seventeenth-century Netherlands is best remembered today for the great artistic achievement of individuals such as Rembrandt, Vermeer, and Judith Leyster. But this time was a Golden Age for the Netherlands and its vibrant port city of Amsterdam in many other ways as well. During the seventeenth century, this small, waterlogged nation emerged as an economic powerhouse and one of the leading states in Europe complete with a worldwide colonial empire. The Netherlands was also important as a republic in a continent dominated by monarchies, as the first heavily urbanized society in Northern Europe, and as a country that granted broad toleration to religious minorities earlier than any of its neighbors. Open to students in the honors program. **Typically offered:** On Demand

HIS-5404 Cults and Conspiracy Theories in the US (3 Credits). Requisite(s): None. This course examines how cults and conspiracy theories have both emerged from and influenced life in the United States. Drawing on historical and sociological perspectives, this course offers insight into why individuals are drawn to fringe ideas and how specific historical, social, economic, and cultural contexts fuel sorts of cults and conspiracy theories. In exploring this topic, we will also build strong information literacy by examining how leaders and promoters of cults and conspiracy theories use disinformation, mistrust, and fear to build followings. Students will read articles, listen to podcasts, and view documentaries that offer insight into this wide and fascinating field of inquiry. **Typically offered:** Fall Session

HIS-5420 New York City American Urban Experience (3 Credits). Requisite(s): None. This course employs an interdisciplinary approach to the study of the American city. Utilizing New York City as a model for the evolving urban metropolis, it explorers selected themes in the American urban experience from colonial times to the present. Images of the city as portrayed in literature and the popular media are also considered. Guest speakers and walking tours and visits to New York City museums, landmarks and neighborhoods are important methodological components of the course. Open to students in the college honors program only. **Typically offered:** On Demand

Honors (HON):

HON-5101 Honors Freshman Seminar (3 Credits). Requisite(s): HON-5101; HON-5102. Open only to students admitted into the Honors Program. Student conversation and ideas are engaged in interdisciplinary concerns that are the broad focus of honors seminars. A careful approach to research, rhetoric, writing and dialogue is incorporated into the course materials selected from the humanities, social

sciences, science, business and technology. As in all Honors Program courses, no tests are given, therefore grades are based on written discourse, research and conversation. Field trips are required. **Typically offered:** Fall Session

HON-5102 Honors Freshman Seminar (3 Credits). Requisite(s): HON-5101; HON-5102. **Typically offered:** Spring Session

HON-5400 Viable Sustainable Businesses (3 Credits). Requisite(s): None. Viable Sustainable Businesses: Student Perceptions The students will thus research different kinds of supposedly green or sustainable businesses and choose one that they believe has long term potential for the greater New York (or Brooklyn) market. They will explain why the business is truly green and sustainable, what appeals to them, what is its long-term potential, and what they believe would be the major obstacles, including competition the businesses would have to face. **Typically offered:** On Demand

HON-5401 Diplomacy (3 Credits). Requisite(s): None. Diplomacy is the best means of preserving peace which a society of sovereign nations has to offer, so stated Hans J. Morgenthau, the father of the main school of thought in international relations. What has happened to this key instrument of foreign policy and international politics-which aims to mitigate and minimize conflicts among nations-in this current turbulent era? After an overview of key concepts, principles, and contending theories of international politics, this course delves into a history of diplomacy, with particular attention to its practice in the past several decades, and a focus on American postwar global leadership in key issue-arenas. It concludes with an examination of the cases made for the revival of diplomacy and multilateralism to peacefully resolve burgeoning crises and conflicts. **Typically offered:** On Demand

HON-5403 Human Geography (3 Credits). This course surveys world patterns of culture, language, religion, identity, and political systems with an emphasis on environmental sustainability. It examines the geographies of human development, including globalization, urban areas, agriculture, industry, and services. Students will delve into the study of population dynamics, migration patterns, urbanization, cultural landscapes, and geopolitical issues through the lens of sustainability. This course aims to nurture students' awareness of their role as global citizens committed to environmental and social responsibility. **Typically offered:** On Demand

HON-5429 Sem: Child/Adol in Global Societies (3 Credits). Requisite(s): None. During the last several decades, scholars and researchers in various disciplines have studied how children and adolescents develop in societies across the globe. In this context, such topics as infants' early interaction with caregivers, children's socialization throughout the school-ages, and adolescents' self-seeking journeys have been popularly examined in terms of cultural specificities. More recently, however, as globalization prevails from one place to another to more profound levels, the developmental trends of those young generations seem to evolve in some directions that we have never seen or experienced. This course reviews the cornerstones of developmental theories and findings in many Western and non-Western cultures and explores new globalization trends in developmental pathways of children and adolescents. Students will be required to read (book chapters, academic journal articles, and non-profit organizations' trends reports), watch (documentary video clips), and discuss in class. To ensure a realistic understanding of readings and

materials, each student will explore specific childrearing or adolescent-developing culture or topic and give a class presentation. **Typically offered:** On Demand

HON-5995 Honors Independent Study (1-3 Credits). Requisite(s): None. A reading- and research-based activity anchored to a cooperating professor's course, an Honors Program colloquium, or by previous arrangement to another audience, in which an Honors Program student pursues a topic or interested presented in a prospectus offering an interdisciplinary embrace of the subject. Suitable meeting arrangements and a calendar of dates for reporting on the project are necessary before submitting the prospectus for approval to the Director of the Honors Program. In all cases, independent study must be requested during the registration period prior to the semester in which the course is to be taken. **Typically offered:** On Demand

HON-5997 Honors Thesis (3 Credits). Requisite(s): None. Approval from Honors Program Director required. The Honors thesis is the capstone project for the Honors Program diploma; it is mandatory for all Honors students who must enroll for it in the Fall semester of their Senior year and complete the thesis requirements as per designated schedule over two semesters. Arrange to meet with the Honors Program Director. **Typically offered:** On Demand

HON-5998 Honors Thesis II (3 Credits). Requisite(s): HON-5997 with a grade of B or higher. Approval from Honors Program Director required. A continuation of HON 5997, the capstone project for the Honors Program diploma, is mandatory for all Honors students who must enroll for the second part in the Spring semester of their Senior year and complete the thesis requirements as per designated schedule and approval of the Honors Council. **Typically offered:** Fall and Spring Sessions

HON-5999 Honors Senior Seminar (1 Credit). Requisite(s): None. Senior Standing. The senior seminar will provide students with guidance in compiling a digital portfolio, identifying and articulating career and personal goals, and offering preparation for life after college. **Typically offered:** Fall and Spring Sessions

Human Resources (HR):

HR-2204 Human Resources Management (3 Credits). Requisite(s): BUS-1001 or PSY-1100. The study of current human resources administration in various types of organizations incorporating all aspects of human resources management, including recruitment, testing, placement, motivation, training, sensitivity training, cultural differences, governmental assistance and regulations, wage administration, employee benefits, and industrial judicial practices (grievances and arbitration). **Typically offered:** All Sessions

HR-3310 Organizational Behavior (3 Credits). Requisite(s): HR-2204. This course focuses on the fundamental concepts of psychology, sociology, cultural anthropology, and awareness of human behavior in organizational environments. Individual and group reactions, motivation, perception, leadership roles,

personality dynamics, and stem culture differentiation are studied through an active learning process. **Typically offered:** On Demand

HR-3312 DEI at the Workplace (3 Credits). Requisite(s): HR-2204. The class teaches students how corporations foster diversity, equity, and inclusion (DEI) at the workplace as a core element of their corporate and people strategy to drive long-term shareholder value. Students will learn how corporations can develop inclusive talent management practices and set key performance indicators to track their DEI goals as a great place to work. The class will also discuss opportunities and challenges to apply DEI practices across all business functions and the supply chain, including Product Development, Sales & Marketing, and Finance. **Typically offered:** On Demand

HR-3409 Industrial Relations and Collective Bargaining (3 Credits). Requisite(s): HR-2204. The various factors, including legislation, involved in the negotiation of a contract between employers and employees; the aspects of the administration and interpretation of the contract are analyzed through actual contracts and cases involving portions of the contract, appropriate legislation, and administrative rulings. **Typically offered:** Spring Session

HR-3410 Compensation (3 Credits). Requisite(s): HR-2201. This course examines the development and administration of wage and salary programs in all sectors. Topics include the flow of events that determine what financial rewards are provided. Other areas of study include the role of compensation in recruitment, retention, and promotion. **Typically offered:** Spring Session

HR-3501 Organizational Leadership (3 Credits). Requisite(s): HR-2204. Leaders have the capacity to influence others to act towards achieving goals. In this class, we will explore contemporary leadership theories and models and examine leadership in organizations, politics, and society through real-world case examples as well as leader portrayals in film, television, and news media. We will discuss the differences and similarities between formal leaders with positional power as well as informal leaders who have developed personal power. We will consider the role of leadership in developing organizations that are ethical, inclusive, and proactive in engaging with shifts in their environments. Students will also build their own leadership capacity through self- assessment, reflection, and practice. **Typically offered:** Spring Only

HR-6000 Fundamentals of Human Resources Management (3 Credits). Requisite(s): None. Human Resources management is a dynamic field. In this course, students will be introduced to human resources management in the United States, including an overview the role of human resources within an organization; strategic human resource management; federal employment laws; workforce planning and talent management; job analysis and job design; recruiting; selecting, onboarding, and retaining talent; compensation and benefits; training and development; creating a diverse, equitable, and inclusive workplace; and analyzing human resources metrics. **Typically offered:** All Sessions

Information Technology (IT):

IT-1001 Computer Tools (3 Credits). Requisite(s): None. In this course students will perfect their ability to interpret primary and secondary sources, recognize when information is needed and to locate, evaluate, and effectively communicate information using appropriate technologies. Including an overview of computers, the Internet, Web 2.0 technologies, Office applications, and data management. You will also learn the fundamentals of computer security, which will enable you to protect your information from the various dangers that exist online. Lab fee. **Typically offered:** All Sessions

IT-1002 App Design & Development in the Humanities (3 Credits). Requisite(s): None. This course will introduce students to the fundamental principles of computing and the building blocks of programming, teaching how to write fun and useful apps using the Xcode development environment. Students will use computers to creatively design and develop apps for iOS mobile devices such as iPhones and iPads integrating digital media with app design. The course topics are targeted specifically to enhance and promote humanities research and engagement. **Typically offered:** All Sessions

IT-1102 Multimedia Design (3 Credits). Requisite(s): IT-1001. This course develops core concepts and practical skills in multimedia design and production. Practical experience is offered in project planning and development including design, production and prototyping, testing, and publishing. The course provides effective techniques for preparing graphics, animation, text, digital audio and video for multimedia applications including CD-ROM titles, websites, marketing presentations, and interactive kiosks. Among the key software tools explored are Microsoft Publisher, Microsoft PowerPoint, iMovie, Adobe Photoshop CS5, Adobe Illustrator CS5 And Adobe InDesign CS5. Lab fee. **Typically offered:** On Demand

IT-1103 Computer-Based Information Systems (3 Credits). Requisite(s): IT-1001. Information technology has radically changed the internal operations of organizations and marketplaces in which they compete. The tool kit of skills of the business professional must include the understanding of the fundamentals of information technology and its impacts on the other areas of business--strategic management, finance, accounting, marketing, and operations. This course is intended to provide the basic set of skills. Although it is necessary to have a technology basis, the focus will be on how technology can be applied in business, how it can be used to create products, how it can serve as an agent of change in reorganizing business processes, and how it can radically improve business decision making. Lab fee. **Typically offered:** All Sessions

IT-1104 Programming I (3 Credits). Requisite(s): IT-1103; MAT-1104 or higher. This course stresses three major themes: a rigorous introduction to the process of algorithm problem solving, the organization of computers upon which the resulting programs run, and an overview of the logical and ethical context in which the field of computing exists. Topics include basic ideas on arithmetic problem solving and programming, principles of top-down design, stepwise refinement, and procedural abstraction. Introduction to programming in a structural programming language, basic control structures, data types, and input/output conventions. Lab fee. **Typically offered:** All Sessions

IT-1105 Game Programming Using Visual Basic (3 Credits). Requisite(s): IT-1001. This course is an introduction to game program design and development. Students will use an object-oriented approach to

the game program development process involving the following series of steps: find a game idea, identify the audience, identify the game features, determine the look and feel of the game including the interface, create specifications detailing the game rules, create the source code, test the source code, and perform quality assurance. This approach helps students build multilingual programming and analysis capabilities. Students will use Microsoft Visual Basic to build and execute their game programs. Lab Fee. **Typically offered:** Spring Session

IT-1106 Introduction to App Development for Mobile Devices (3 Credits). Requisite(s): IT-1001. This course is designed to introduce app development for mobile devices. Students will learn to use the iPhone SDK set of development tools for creating applications for the iPad, iPhone and iPod touch devices by utilizing the iPhone SDK's Xcode, Interface Builder, and UI Kit framework to build and design apps. Techniques and tools covered will enable students to use the powerful features of Objective-C, Cocoa Touch, and the various iPhone SDK libraries and frameworks for app development. Presented as a combination of instructor-led presentations and hands-on exercises. Lab fee. **Typically offered:** On Demand

IT-2105 Programming II (3 Credits). Requisite(s): IT-1104. An introduction to object-oriented programming using C++ and/or Java. Topics include advanced features in structured programming using UNITS and an introduction to object-oriented programming (OOP) techniques. Lab fee. **Typically offered:** All Sessions

IT-2201 Telecommunications and Networking (3 Credits). Requisite(s): IT-1103. An introduction to data communications hardware and software and their applications in computer networks. Topics include communication system components, communication sharing, packet switching, network control, common carrier issues, and local area vs. global area networks. Lab fee. **Typically offered:** Fall Session

IT-2220 Robotics (3 Credits). Requisite(s): IT-1001. The objective of this course is to use a hands-on approach to introduce the basic concepts in robotics, focusing on mobile robots and illustrations of current state-of-the-art research and applications. Course information will be tied to lab experiments; students will work in teams to build and test increasingly more complex LEGO Mindstorms-based mobile robots. Lab fee. **Typically offered:** On Demand

IT-2270 Computer Forensics (3 Credits). Requisite(s): IT-1103. Computer forensics, the science of obtaining and analyzing evidence from computers, is the name for a newly emerging field of study and practice that incorporates many areas of expertise. Some of these areas have been called network security, intrusion detection, incident response, infrastructure protection, disaster recovery, continuity planning, software engineering, cyber security, and computer crime investigation. Lab fee. **Typically offered:** On Demand

IT-2410 Web Design (3 Credits). Requisite(s): IT-1102 recommended pre-requisite for IT majors; IT-1102 not required for COM majors. The World Wide Web has increased from a limited number of networked computers to more than 20 million computers worldwide. With the increase of network computing comes the increase in demand for Web page design. This course deals with the design principles of building and maintaining Web pages. Topics include site design using Adobe Dreamweaver CS5 with an introduction to

CSS, Adobe Fireworks, Adobe Photoshop CS5 and Adobe Flash CS5. Lab fee. **Typically offered:** All Sessions

IT-2420 Multimedia Design and Technologies (3 Credits). Requisite(s): IT-1001. This course develops core concepts and practical skills in multimedia design and production. Practical experience is offered in project planning and development, including design, production, prototyping, testing, and publishing. This course provides effective techniques for preparing graphics, animation, text, digital audio, and video for multimedia applications including CD-ROM titles, Web sites, marketing presentations, and interactive kiosks. Among the key software tools explored are Director, Photoshop, Illustrator, Premiere, After Effects, Dreamweaver, and Flash. Web design and development issues include Dynamic HTML, Shockwave, streaming video, and video and QuickTime VR. Also examined are systems configuration and hardware requirements of the multi-platform digital production studio. Lab fee. **Typically offered:** On Demand

IT-2430 Computers in Education (3 Credits). Requisite(s): IT-1001. A course that focuses on the use of computers in an educational environment. Encourages the implementation of computers and computer-assisted learning in a classroom. Provides the tools to evaluate educational software. The course covers the latest techniques in instructional technology as well as the role of on-line methodologies. Lab fee. **Typically offered:** On Demand

IT-2440 Scripting Languages (3 Credits). Requisite(s): IT-2410. An introduction to scripting languages. This course provides students with an overview of the scripting languages used in today's web-based environments. Students will learn the history of scripting languages, explore scripting languages such as HTML, XML, JavaScript, VBScript, PERL, PHP, Python, and Ruby, learn the differences between each language, and how to select the appropriate language for a task. Lab fee. **Typically offered:** On Demand

IT-2445 Digital Video (3 Credits). Requisite(s): IT-1102. This course explores non-linear editing techniques for professional video production, incorporating real-time professional video and audio editing tools. Principles of video basics, digital video technology, the development and creative process, editing, production, effects and presentation are stressed. Integrating instructor led demonstrations and hands-on projects with Adobe Premiere CS 5.5 students gain precise control over the production process to create professional quality video. **Typically offered:** Spring Session

IT-2450 Digital Imaging (3 Credits). Requisite(s): IT-1102. This course focuses on the interface, the tools, the features, tricks, and tips FOR DIGITAL imaging utilizing Photoshop CS, the industry standard for desktop publishing, multimedia design and web design. This course combines concepts of digital imaging as well as instructor-led demonstrations and hands-on lab exercises with Photoshop CS. Lab fee. **Typically offered:** Fall Session

IT-2510 Database Management Systems (3 Credits). Requisite(s): IT-1103. Design, structure, and applications of database systems. Deals with problems associated with management of information. The course considers concepts such as logical and physical database organization, data security, and database life cycle. Stresses application development through fourth-generation programming techniques. The

course emphasizes basic knowledge in data structures, normalization of data, modeling, and database methods. Lab fee. **Typically offered:** Fall Session

IT-2520 Advanced Querying and Report Writing (3 Credits). Requisite(s): IT-2510. An advanced database querying and report writing course examining advanced features of structured query language (SQL) used to retrieve data from databases. Students will learn how to present data in easy-to- read simple and complex reporting formats that satisfy business needs. Lab fee. **Typically offered:** Fall Session

IT-2550 Medical Informatics (3 Credits). Requisite(s): IT-1001. Medical informatics studies the organization of medical information, the effective management of information using computer technology, and the impact of such technology on medical research, education, and patient care. The field explores techniques for assessing current information practices, determining the information needs of health care providers and patients, developing interventions using computer technology, and evaluating the impact of those interventions. This research seeks to optimize the use of information to improve the quality of health care, reduce costs, provide better education for providers and patients, and conduct medical research more effectively. **Typically offered:** Spring Session

IT-2620 Business Applications (3 Credits). Requisite(s): IT-1001. The use of computers and business and financial software packages. The course includes familiarization with budgeting. Additional topics deal with advanced techniques in Excel and basics of Visual Basic. Lab fee. **Typically offered:** Spring Session

IT-2690 Computer Support Systems (3 Credits). Requisite(s): IT-1103. The essential skills for the support and management of end-user computing include applications development, end-user troubleshooting, and formulating of end-user management strategies. Strategy implementation using policies, procedures, standards, and guidelines are provided. Lab fee. **Typically offered:** On Demand

IT-3101 Information Technology Law and Ethics (3 Credits). Requisite(s): IT-1103. The overnight entry of companies such as Amazon and Napster into mature and established industries has served as a wake-up call to business leaders everywhere to protect their innovations. Included in these new commercial developments are challenges to the fundamentals of intellectual property law, including patent, trademark, copyright, and trade secret laws. This course provides an understanding of the fundamentals of intellectual property law and how it is being used and adapted by businesses to protect their intellectual capital in cyberspace. Also included are discussions about patenting new methods of doing business; the interplay between domain names and trademarks; cyberspace copyright issues including text and graphical infringement, software, and web-site registration; and the impact of technological developments on trade secret agreements. **Typically offered:** On Demand

IT-3220 Computer and Network Security (3 Credits). Requisite(s): IT-1103. Students examine the management of information security and data processing facilities including thefts of data, unauthorized uses of information technology, computer viruses, and methods of protecting information with an emphasis on networked computers. The course covers information technology laws, issues of privacy, and security planning. Lab fee. **Typically offered:** On Demand

IT-3240 Linux (3 Credits). Requisite(s): IT-1103. This course is intended to give students an opportunity to learn the basics of the Linux operating system. Topics include the history of Linux and the Open-Source movement, intellectual property issues, obtaining and installing Linux and Open Office, file system structure, text editing, basic commands, basic scripting, job scheduling, and installing applications. Lab fee. **Typically offered:** On Demand

IT-3301 Project Management (3 Credits). Requisite(s): IT-1001. This course is an introduction to project management. Topics include overview and concepts of project management and strategies; planning successful projects (defining, specifying, delivery of scheduling, budgeting); implementing (organizing the team, work assignments, team building, effective leadership); executing (performance measurement, maintaining the schedule, adjustments, corrections, record keeping, status reporting, communications); managing conflict; time management; performance measurement; contract documentation; data transfer; lessons learned. Lab fee. **Typically offered:** On Demand

IT-3310 Systems Analysis and Design (3 Credits). Requisite(s): IT-2510. Traditional analysis, design, and implementation of information systems through data flow analysis and the systems development life cycle approach. The fundamentals of systems analysis and how it is applied to the development of information systems in the business environment. Major topics include methods of systems investigation, feasibility study, input-output design, system documentation, communication, implementation of new systems. control, and security. Also treated are data structures, data definition, normalization of data, and the use of Computer-Aided Software Engineering (CASE) tools. Lab fee. **Typically offered:** Spring Session

IT-3313 Computer Support Systems (3 Credits). Requisite(s): IT-1103. The essential skills for the support and management of end-user computing include applications development, end-user troubleshooting, and formulating of end-user management strategies. Strategy implementation using policies, procedures, standards, and guidelines are provided. Lab fee. **Typically offered:** On Demand

IT-3320 Advanced Management Information Systems (3 Credits). Requisite(s): IT-1103. An advanced course that provides a thorough and comprehensive analysis of systems theory concepts, information systems (IS) terminology, and concepts in the context of the management of the business organization. Emphasis is placed on IS topics relevant to students seeking to become managers or IS professionals. Existing modeling, planning, design, implementation, evaluation, integration, management, and control approaches for various types of IS systems are presented. Theory and practical application considerations are highlighted in each topic. Emerging topics and technologies are also explored. Lab fee. **Typically offered:** On Demand

IT-3397 Mentored Internship for Project Mgt. (3 Credits). Requisite(s): IT-3301. This course will provide students with an opportunity to see and participate in projects at an on-site internship and continue to learn the Project Management Body of Knowledge (PMBOK) project concepts during weekly mentoring sessions with faculty. Students will work on- site at an internship for no less than 10/hours per week. Faculty will work closely with students to develop an understanding of how project management theory is applied in a work-based environment. Student activities on-site will

vary depending on the project. They will participate, at some level, with the project team and document the project from initiation through the completion of the internship. Lab Fee. **Typically offered:** On Demand

IT-3400 HTML & CSS for Web Design (3 Credits). Requisite(s): IT-2410. This course will provide students with state-of-the-art approaches to website design. The students will learn to create an attractive and organized website using HTML and CSS with emphasis on page layout consistency and navigation. This course combines concepts of web design as well as instructor-led demonstrations and hands-on Lab Exercises that will allow students to use CSS to control the look and placement of HTML elements. **Typically offered:** All Sessions

IT-3410 E-Commerce Integration (3 Credits). Requisite(s): IT-1001. This course integrates the primary business functions of marketing and finance with the advances made through computers and information technology. Topics include Internet marketing, business-to-business commerce, business-to-consumer commerce, distribution, and tracking channels. Students will prepare an e-commerce business plan that will include pro-forma financial statements. **Typically offered:** All Sessions

IT-3420 Knowledge Systems and Data Mining (3 Credits). Requisite(s): IT-2510. Intelligence as a basic component of information systems is rapidly becoming a necessity. Rapid advancements in commerce, in particular the emergence of the Internet as an exchange and delivery channel, have led to an explosion in the quality and quantity of data. This course covers the process of converting raw data into the knowledge that is required to support decision-making by automating the process of knowledge discovery. The course also explores how data mining increases productivity. Lab fee. **Typically offered:** On Demand

IT-3510 Data Structures (3 Credits). Requisite(s): IT-2105. Data representation and manipulation concepts, processing of linearly- linked lists and multi-linked data structures, operations with tree structures, sorting and searching techniques, data management systems, and programs using different structures and algorithms are studied. Lab fee. **Typically offered:** On Demand

IT-3520 Advanced Database Management (3 Credits). Requisite(s): IT-2510. An introduction to advanced database management systems concepts and practices. This course examines object-oriented database concepts, design, implementation, and management. Students will learn to use data modeling tools such as UML and extended ER modeling. In addition, students will examine current database management environments such as centralized and distributed databases, data warehousing, data marts, data mining, database security, client/server and Internet database environments, mobile databases, and emerging technology. Lab fee. **Typically offered:** On Demand

IT-3540 Computer Architecture and Organization (3 Credits). Requisite(s): IT-2105. A top-down approach to computer design. The fundamentals of computer architecture include an introduction assembly line language of programming and machine language set design. Major topics include computer organization; logical modules, CPU, memory, and I/O units; instruction cycles and the control unit; hardwiring and microprogramming; data path implementation of the CPU. Also treated are memory

structure and timing, I/O interface, interrupts, programmed I/O, and DMA. Lab fee. **Typically offered:** On Demand

IT-3610 Decision Support Systems (3 Credits). Requisite(s): IT-2510. Introduction to the use of information and mathematical modeling to support managerial analysis and decision making. Develops the skills required to solve problems using computer-based modeling in selected disciplines such as marketing or finance. Topics may include the examination of components of a decision-support system, simulation model development, group decision-making technology, and intelligent support systems. Lab fee. **Typically offered:** On Demand

IT-3680 Operating Systems (3 Credits). Requisite(s): IT-2105. Overview of user interface. Topics include process structure, creation and context switching, system calls, process cooperation, memory management, virtual memory, I/O management, interrupt handling, file structure, directories, fault-tolerance. Students design projects involving construction of portions of the operating system. Lab fee. **Typically offered:** Spring Only

IT-4000 Special Topics: Graphic Design (3 Credits). Information technology is a rapidly changing discipline. The focus of this course is to address the need to cover different topics that are on the cutting edge of IT. Topics vary from semester to semester. Lab fee. **Typically offered:** On Demand

IT-4001 Special Topics: Photoshop Web and Video (3 Credits). Requisite(s): IT-2420; IT-2410. The focus of this course is how to use Adobe Photoshop CS5 to enhance web and video images more effectively. This course is a combination of instructor-led demonstration and hands-on practice. It is ideal for students who want to increase their understanding of Photoshop CS5 and web development. The course will touch upon how to integrate these skills with software such as: Fireworks, Dreamweaver and Flash. Lab fee. **Typically offered:** On Demand

IT-4003 Special Topic: Web Project Management Using an Agile Approach (3 Credits). Requisite(s): IT-1103. This course will introduce agile project management concepts with a focus on web technology projects. We will cover the history of agile development, its roots in Lean manufacturing, and specific methodologies like SCRUM. We will modify to deal with Web site development issues (User Experience design, quality assurance, continuous integration). Prerequisite: IT1103 Lab fee. **Typically offered:** On Demand

IT-4004 Special Topic: Programming with Swift Using an Agile Approach (3 Credits). Requisite(s): IT-1001. This course introduces fundamental structured and object-oriented programming concepts and techniques, using Swift, and is intended for all who plan to use computer programming in their studies and careers. Topics covered include variables, arithmetic operators, control structures, arrays, functions, dynamic memory allocation, files, class usage and class writing. Program design and testing are covered as well as more advanced object-oriented concepts including inheritance. Prerequisite: IT 1001 or equivalent. **Typically offered:** On Demand

IT-4005 Special Topic: Intro to Adobe Illustrator Using an Agile Approach (3 Credits) Requisite(s): IT-1102 This course offers a practical overview of Adobe Illustrator's interface, workspace, tools, and

techniques. Adobe Illustrator is a powerful tool that allows you to create graphics. You will practice building shapes, colors, gradients, and lines while integrating good use of typography. **Typically offered:** Spring Session

IT-4007 Special Topic: Programming with Python Workshop in Financial Markets (3 Credits) Requisite(s): IT-1103*;* MAT-1104 or higher. This course introduces programming in a high-level language using Python. The course emphasizes problem-solving and object-oriented programming techniques. Topics include assignment, input/output, selection, looping, scalar and array data structures, string and numeric data and modular development. **Typically offered:** On Demand

IT-4010 Special Topics: Visual Basic (3 Credits). Requisite(s): None. Information technology is a rapidly changing discipline. The focus of this course is to address the need to cover different topics that are on the cutting edge of IT. Topics vary from semester to semester. Basic computer skills using Microsoft products and basic programming knowledge desired but not required. Lab fee. **Typically offered:** On Demand

IT-4015 Special Topics: Java (3 Credits). Requisite(s): None. Information technology is a rapidly changing discipline. The focus of this course is to address the need to cover different topics that are on the cutting edge of IT. Topics vary from semester to semester. Lab fee. **Typically offered:** On Demand

IT-4016 Topic: Computer Hardware and Software (3 Credits) Requisite(s): IT-1001; IT-4016. Special Topics in Computer Hardware and Software is designed for Information Technology (IT) students as well as those from other disciplines eager to delve into the intricate world of computer systems. This course offers an exploration of the latest developments and foundational concepts in computer hardware and software, emphasizing the critical interactions between the two. This course is ideal for students looking to deepen their knowledge of IT and those seeking to acquire a greater background in computer systems to enhance their professional skills. Coursework will also cover emerging trends such as virtualization, cloud computing, artificial intelligence and Big Data, and their impact on hardware and software. **Typically offered:** On Demand

IT-4020 Special Topics: 3-D Drawing (3 Credits). Requisite(s): None. Information technology is a rapidly changing discipline. The focus of this course is to address the need to cover different topics that are on the cutting edge of IT. Topics vary from semester to semester. Lab fee. **Typically offered:** On Demand

IT-4030 Special Topics: After Effect 4-D (3 Credits). Requisite(s): None. Information technology is a rapidly changing discipline. The focus of this course is to address the need to cover different topics that are on the cutting edge of IT. Topics vary from semester to semester. Lab fee. **Typically offered:** On Demand

IT-4042 Special Topic: Programming for Business Workshop in Financial Markets (3 Credits). Requisite(s): IT-1103. This course introduces students to the foundations of programming in business. It involves both a theoretical component (e.g. learning about basic programming concepts like loops, arrays and functions) as well as a practical component (e.g. implementing algorithms on a computer). The course

also provides the initial steps towards learning the principles of object-oriented design and programming using Python programming language. **Typically offered:** On Demand

IT-4060 Topics: Intro to Prog Using Mathematica (3 Credits). Requisite(s): IT-1001. Mathematica is software used to perform both simple and complicated mathematical calculations which requires no previous knowledge of or training in computer programming. This course is an introduction to Mathematica and will cover such areas as graphing in two and three dimensions in addition to the language of the software itself. Because it can be used for a variety of computational techniques it can be useful for students in mathematics, the sciences, economics, finance, accounting and information technology. Lab fee. **Typically offered:** On Demand

IT-4070 Special Topics in It: Project Management for Entrepreneurs (3 Credits). Requisite(s): IT-1001. Planning, building and growing your own business requires an interdisciplinary skill set. This course will help students to develop the skills they need to see their business plan become a reality using the core project management principles. Communication, risk management, leadership, resource and time management are all part of the applied learning skills that will be taught in this course. Students will actively participate in developing their own project plan to create and develop their own business including how to find funding, develop new products, and developing marketing plans. **Typically offered:** On Demand

IT-4110 Special Topics: Advanced Excel (3 Credits). Information technology is a rapidly changing discipline. The focus of this course is to address the need to cover different topics that are on the cutting edge of IT. Topics vary from semester to semester. Lab fee. **Typically offered:** On Demand

IT-4120 Special Topics: Advanced Photoshop (3 Credits). Requisite(s): None. Information technology is a rapidly changing discipline. The focus of this course is to address the need to cover different topics that are on the cutting edge of IT. Topics vary from semester to semester. Lab fee. **Typically offered:** On Demand

IT-4130 Special Topics: Intensive Adobe Illustrator (3 Credits). Requisite(s): None. Information technology is a rapidly changing discipline. The focus of this course is to address the need to cover different topics that are on the cutting edge of IT. Topics vary from semester to semester. Lab fee. **Typically offered:** Fall Session

IT-4140 Special Topics: Intensive Flash (3 Credits). Requisite(s): None. Information technology is a rapidly changing discipline. The focus of this course is to address the need to cover different topics that are on the cutting edge of IT. Topics vary from semester to semester. Lab fee. **Typically offered:** On Demand

IT-4150 Special Topics: Intensive Desktop Publishing (3 Credits). Requisite(s): None. Information technology is a rapidly changing discipline. The focus of this course is to address the need to cover different topics that are on the cutting edge of IT. Topics vary from semester to semester. Lab fee. **Typically offered:** On Demand

IT-4160 Special Topics: Advanced Access (3 Credits). Requisite(s): None. Information technology is a rapidly changing discipline. The focus of this course is to address the need to cover different topics that are on the cutting edge of IT. Topics vary from semester to semester. Lab fee. **Typically offered:** On Demand

IT-4990 Internship in Information Technology (1-3 Credits). Requisite(s): None. Supervised work experience in various fields of IT. Requires the submission of a written report. Number of credits awarded is dependent on number of hours worked during the semester, with a maximum of 3 credits in a semester. Students are limited to a total of 6 internship credits. Students find internships through their own initiative, the Career Development Office, and occasionally the Management & IT Department. **Typically offered:** On Demand

IT-4995 Independent Study in Information Technology (1-3 Credits). Requisite(s): None. Individual research and study with the approval of the Management & IT Department. If qualified, independent study can be used to substitute for an elective in IT. Projects must be scheduled for completion within the semester. Prerequisite: prior application and approval of Chairperson and faculty mentor required. **Typically offered:** On Demand

IT-4998 Capstone Project (4 Credits). Requisite(s): IT-2201; IT-3310; IT-3101; ENT-1001. Senior standing. This course provides students with an opportunity to apply their theoretical knowledge to a practical problem around information systems. This project is a general investigation and report within the subject area of information systems. The student group can develop a mock business demonstrating how information technology may be integrated into the operations of that company. Students will be applying the entrepreneurial mindset and exploring the commercialization of their project. Students work under the supervision of the course director. **Typically offered:** Fall Session

IT-6001 Information Systems for Managers (3 Credits). Requisite(s): None. Graduate students only. This course will provide an overview of information systems concepts. Students will explore how information systems can give organizations a competitive advantage while providing managers with tools for planning, decision making, and effective controls. Students will explore the value of information systems for transforming business operations through review and analysis of literature and case studies. **Typically offered:** All Sessions

IT-6002 Systems Analysis and Design (3 Credits). Requisite(s): IT-6001. Graduate students only. This course introduces the principles of systems analysis and design. Students explore the fundamental knowledge of how computer systems are analyzed and designed through different methodologies. Many concepts and applications are taught with practical examples. The key topics of this course include fundamentals of systems analysis and design, different phases of analysis and design, analysis requirements, analysis process, design essentials, quality assurance, and implementation. Students will complete practical lab assignments as well as quizzes and research papers. **Typically offered:** All Sessions

IT-6003 Computer Networks and Security (3 Credits). Requisite(s): IT-6001. Graduate students only. This course introduces the principles and applications of computer networks and security. Students explore the fundamental knowledge of computer networks and how cyber security is essential to protect computer networks. Many concepts and applications are taught with practical examples. The key topics of this course include Introduction to Computer Networks, Applications, Link and Physical Layers, Network Layers, Transport Layer, Introduction to Cyber Security, and Cyber Threats and Defenses. Students will complete practical lab assignments as well as quizzes and research papers. **Typically offered:** All Sessions

IT-6004 Database Management (3 Credits). Requisite(s): IT-6001. Graduate students only. This course focuses on the design, implementation, and management of databases. Topics include strategic database planning, entity-relationship modeling, theory of relational models, data normalization, distributed database processing, and the SQL language. Emphasizes database support for global business operations and explores ethical issues and concerns relating to modern database and data warehousing techniques. Students will complete several practical lab assignments as well quizzes and research papers. **Typically offered:** All Sessions

IT-6005 Operating Systems (3 Credits). Requisite(s): IT-6001. Graduate students only. This course will cover topics from the broad field of operating systems, including basic operating system structure, file systems and storage servers, memory management techniques, process scheduling and resource management, threads, distributed and peer-to- peer systems, and security. The courses will examine influential historical systems and important current efforts, extracting lessons both on how to build systems as well as how to evaluate operating systems. Students will complete several practical lab assignments as well as quizzes and research papers. **Typically offered:** All Sessions

Interdisciplinary Studies (IDS):

IDS-2000 Ready Player One: Introduction to Game Studies (3 Credits). Requisite(s): LWP-1000. In this course we will historicize the technological development of video games as a medium and delve into the field of Game Studies, alongside other critical theories, to understand how scholars, journalists, developers, and critics have studied and created video games. We will play games, critique games, theorize games, and pitch our own game. In Ready Player One we will learn how to become critical game players and scholars. **Typically offered:** On Demand

IDS-2200 Art & Ecology (3 Credits). Requisite(s): WRI-1000. This course will focus on integrating visual art practice and scientific methods as a means of observing, understanding, interpreting and creatively responding to human driven disturbances and the restoration of nature, focusing on the urban environment and ecologies of New York City. Students will study modern and contemporary works of art responding to ecology of undisturbed and urban environments. Readings, discussion and lab work will complement visiting speakers, and field trips. We will also consider artistic and scientific mapping of alternate ecologies such as institutional power structures. Students will visualize their scientific

observations and creative responses through drawing, graphing, 2D mixed media, mapping modelling and sculpture. Previous art experience is not required. **Typically offered:** On Demand

IDS-2205 Biomimicry (3 Credits). Requisite(s): WRI-1100. This course will focus on integrating visual art practice and scientific methods as a means of observing, understanding, interpreting and creatively responding to human driven disturbances and the restoration of nature, focusing on the urban environment and ecologies of New York City. Students will study modern and contemporary works of art responding to ecology of undisturbed and urban environments. Readings, discussion and lab work will complement visiting speakers, and field trips. We will also consider artistic and scientific mapping of alternate ecologies such as institutional power structures. Students will visualize their scientific observations and creative responses through drawing, graphing, 2D mixed media, mapping modelling and sculpture. Previous art experience is not required. **Typically offered:** On Demand

IDS-4990 Interdisciplinary Studies Internship (1-3 Credits). Requisite(s): None. Must have 60 credits. The Interdisciplinary Studies internship is an advanced course open to majors with junior or senior standing. Placements depend on the availability of suitable positions and must amount to a minimum of 135 hours per semester. The instructor, along with the site placement supervisor, will guide and evaluate the quality of the work. Internships must relate to at least one of the student's areas of focus or proficiencies within the IDS major and will provide the student with an opportunity to apply knowledge and skills gained through coursework. During an internship, students must maintain a comprehensive daily log or blog of personal work activities and write a final reflection paper demonstrating how the internship relates to concepts introduced by IDS coursework and how it raises new questions for the student about the field/work in question. **Typically offered:** On Demand

IDS-4997 Interdisciplinary Studies Capstone Semester I (3 Credits). Requisite(s): COM-2300. The Senior Capstone Seminar in IDS is a two-semester seminar open to senior IDS majors. This Capstone will build on and expand skills learned in COM 3002 Media and Communication Research Methods. Students will research and produce an interdisciplinary project on an aspect of their chosen areas of focus within the IDS major (for example, Environmental Studies and American Studies or American Studies and Women's & Gender Studies). During the first semester (Part I), students will conduct research. By the end of the first semester, students will write a proposal for a final project. **Typically offered:** On Demand

IDS-4998 Interdisciplinary Studies Capstone Semester II (3 Credits). Requisite(s): COM-2300; IDS-4997. This Senior Capstone Seminar in IDS is a two-semester seminar in which students produce an interdisciplinary project on an aspect of their chosen areas of focus within the IDS major (for example, Environmental Studies and American Studies or American Studies and Women's & Gender Studies). Part II of the Capstone will build on Part I and on skills learned in COM 3002 Media and Communication Research Methods. Part II of the seminar is devoted to writing the final paper or producing the final project and conducting additional research as necessary. Students may write papers or produce other types of projects: short films, photo essays, virtual exhibits, social practice art projects, digital mapping or storytelling projects, NGO proposals, business plans, etc. All projects regardless of media must be oral, written, & digital components. **Typically offered:** On Demand

Italian (ITA):

ITA-1101 Beginning Year Italian I (3 Credits). Requisite(s): None. An introduction to the Italian language with emphasis on speaking and understanding. Writing skills are developed and readings in Italian are included. Introduction to basic elements of Italian culture. This course is designed for students with no previous knowledge of Italian or with a maximum of two years of high school Italian. No credit will be granted for the course to any student who is fluent in the language or who has had more than two years of high school Italian. **Typically offered:** On Demand

ITA-1102 Beginning Year Italian II (3 Credits). Requisite(s): ITA-1101. Continuation of ITA 1101. **Typically offered:** Spring session

ITA-1300 Mafia in Fiction & History (3 Credits). Requisite(s): None. Through analysis of historical, anthropological, literary, political, and cinematic materials, this course investigates how Italian Organized Crime has been portrayed in Italian and American Films from the early 20th century to the present, in contrast to its historical and political reality. The glamorized representation of the Italian mafia in Hollywood has had a significant impact on how the American public views it. The fiction concerning the mafia, including stereotypes, myths, and legends, will be critically investigated through the analysis of historical texts, articles in scholarly journals in anthropology and political science, autobiography, poetry, photography, and some of the most significant American and Italian films and novels depicting mafia subculture. **Typically offered:** On Demand

ITA-2001 Italian Film: From Neorealism to Contemporary (3 Credits). Requisite(s): None. This course will offer a unique opportunity to explore Italian cinema from the revolution introduced by Neorealism (mid-1940s to the beginning of the 1950s) to the emergence of the great filmmakers, like Pier Paolo Pasolini, Michelangelo Antonioni, Federico Fellini, and Luchino Visconti. A view of contemporary cinema will also be offered through the directorial styles of Tornatore, Amelio and Crialese. Some Italian literature will also be presented. **Typically offered:** On Demand

ITA-2103 Second Year Italian I (3 Credits). Requisite(s): ITA-1102. The development of elementary audio-lingual skills and their further development; emphasis on developing reading skills. Students must have three years of high school Italian or ITA-102 before taking this course. **Typically offered:** Fall Session

ITA-2104 Second Year Italian II (3 Credits). Requisite(s): ITA-2103. Continuation of ITA-2103. **Typically offered:** Spring Session

ITA-3201 Reading in Italian Literature & Culture (3 Credits). Requisite(s): ITA-2104. Reading and discussion of major authors of Italian literature and on topics related to Italian culture. **Typically offered:** Spring Session

ITA-4995 Independent Study in Italian (1-3 Credits). Requisite(s): None. Research and reading project, agreed upon by professor and student, is carried out under the professor's supervision. The students'

progress is monitored by regular meetings and reports. Evaluation by means of several methods--examinations, written assignments, term paper, oral reports. **Typically offered:** On Demand

Literature, Writing & Publishing (LWP):

LWP-1000 Introduction to Digital Humanities (3 Credits). Requisite(s): None. How does digital representation work in the context of the Humanities? How is literary content created for digital media? Will digital media be the death of traditional print culture? This course will examine, through an interdisciplinary viewpoint rooted in the Humanities, the ways in which technology can be used to present, archive, locate and evaluate information. It will provide an overview of the Digital Humanities, using English literature as a foundation, and will also examine questions about the appropriate use of digital media in creative and academic projects. **Typically offered:** All Sessions

LWP-1101 Literature Across Cultures (3 Credits). Requisite(s): None. This course introduces students to a diverse range of literary works from around the world. As students make their way through selected texts and genres, they will gain insight into a variety of social and cultural issues and participate in vibrant cross-cultural dialogues. Ultimately, students will leave the course better prepared to navigate and interact with multiple identities and communities as citizens of the world. **Typically offered:** All Sessions

LWP-2000 Walt Whitman's America (3 Credits). Requisite(s): WRI-1100; AMS-1001 if pursuing American Studies minor. Walt Whitman revolutionized American poetry with the publication of Leaves of Grass in 1855. This course will focus on the poetic career of Whitman, a 19th century resident of Brooklyn and lifelong devotee to American democracy. Special attention will be paid to Whitman in the context of metropolitan New York. The course will examine Whitman's poetics through interdisciplinary study. Interdisciplinary topics will include history, psychology, politics, art, music, science, philosophy, and theology. The class will listen to musical settings of Whitman's poetry and watch staged adaptations of his poems. We will discuss his love of opera and popular culture, his work as a journalist and novelist, his political activism and egalitarianism, and his revolutionary attitudes towards sex, class, and gender. We will also explore his philosophical and religious insights in the context of his work as a Civil War nurse and diarist. Field trips and walking tours will be included in the course, and students will be given the opportunity to do archival research through a partnership with the Brooklyn Historical Society. **Typically offered:** Spring Session

LWP-2001 Introduction to Digital Publishing (3 Credits). Requisite(s): WRI-1100 and LWP-1000. This course provides students with the necessary theories, methods, and tools to navigate the digital publishing industry. To prepare students for cutting-edge writing and publishing jobs, the course includes hands-on experience in helping to run Unbound Brooklyn, the literary journal of the St. Francis College MFA program in Writing. **Typically offered:** All Sessions

LWP-2100 Writing and Publishing (3 Credits). Requisite(s): WRI-1100. This course is designed to demystify the world of publishing and the life of the working writer through a series of readings and

visiting professionals. Each visitor will speak to a different aspect of the publishing world, providing a survey of the profession. The focus will be paid to the intersection of creativity and commerce, where writers, editors, and publishers share their experiences finding an audience for the written word. Students will work on their own creative projects with specific assignments geared toward understanding those projects with a view to finding an audience. Students will learn the processes of both the initial creative work and the editorial and critical review that goes into publishing. Students will practice thinking as both creatives and as publishing professionals, including pitching, editing, marketing, and discovering audiences. **Typically offered:** Spring Session

LWP-2104 Story in the Digital Age (3 Credits). Requisite(s): WRI-1100. In this course students will explore the various ways stories are told in the digital age across a range of media and will also learn how to make their own digital stories. **Typically offered:** Fall Session

LWP-2105 Exploring American Literature (3 Credits) Requisite(s): WRI-1100; one LWP 1000-level. Course Survey of major authors, periods, genres, and themes in American literature from the narratives of the colonial period to the novels and poetry of the modernist period. **Typically offered:** Fall Session

LWP-2106 Exploring British Literature (3 Credits). Requisite(s): WRI-1100. Survey of major authors, periods, genres, and themes in British literature from the epic Beowulf up to a novel in the Modern period. **Typically offered:** Fall Session

LWP-2107 Exploring World Literature (3 Credits). Requisite(s): WRI-1100; one LWP 1000-level course. Course Survey of Modernist, Contemporary, and post-Modernist periods of World Literature, including the study of novels, stories, poetry, theatre, and essays by authors from Asia, Africa, the Middle East, Latin America, and Europe. **Typically offered:** Fall Session

LWP-2108 Latinx Literature (3 Credits). Requisite(s): WRI-1100; one LWP 1000-level course. This course introduces students to the literatures of Latinx writers in the United States. Specifically, the course will focus on four major Latinx communities: Mexican American, Puerto Rican, Dominican American, and Cuban American. Students will also be introduced to the multiple genres of Latinx creative works, including poetry, fiction, film, essays, and memoirs. **Typically offered:** Fall Session

LWP-2109 African Diaspora in Caribbean and U.S. Literature (3 Credits). Requisite(s): WRI-1100. This course introduces students to the literatures of the African diaspora in the Caribbean and the United States. Specifically, the course will focus on major literary periods and themes in African American and Afro-Caribbean literature such as slave narratives, the Harlem Renaissance, protest literature, literature of the Civil Rights movement, Afrofuturism, anticolonialism and postcolonialism, the politics of language, transnationalism, migration and immigrant narratives. Students will also be introduced to multiple genres of creative works, including poetry, fiction, film, essays, and memoirs. **Typically offered:** Fall Session

LWP-2125 Immigrant Literature (3 Credits). Requisite(s): None. This course will explore the immigrant experience of Jews, Irish, Italians, and other groups in 19th- and 20th-centuries. American readings in literature, history, and other non-fiction are read in the context of ongoing discussions about the

construction of the notion of America; what it means to become American, including the influences of class and gender; and constructions of identity. **Typically offered:** Fall Session

LWP-2130 King Arthur: Then and Now (3 Credits). Requisite(s): WRI-1100 or HON-5101. Arthurian Romance from the early period of Marie De France, Sir Gawain and the Green Knight, and Sir Thomas Malory, for example, to Alfred Tennyson and T.H. White and more contemporary cinematic interpretations of a richly historical as well as cultural figure in search of the Holy Grail. **Typically offered:** Fall Session

LWP-2135 Myth of Prosperity: Class in American Literature and Culture (3 Credits). Requisite(s): WRI-1100 or HON-5101. Is the American Dream a myth? From the optimism of Benjamin Franklin to present-day corporate greed, this course investigates various manifestations of the American search for freedom from poverty, self- sufficiency, and social mobility. **Typically offered:** Spring Session

LWP-2140 Greek and Roman Epic (3 Credits). Requisite(s): WRI-1100 or HON-5101. This course offers an introduction to the classical epic with a specific focus on the Iliad and Odyssey of Homer and Vergil's Aeneid, with consideration of some other examples of the genre. Topics explored include oral and literary epics, their historical, social and political contexts and the influence of classical epic on later literature. **Typically offered:** On Demand

LWP-2141 Greek Drama (3 Credits). Requisite(s): WRI-1100 or HON-5101. This course offers an introduction to ancient Greek drama with a specific focus on selected plays from the works of the tragedians Aeschylus, Sophocles and Euripides as well as a representative work of the comic playwright Aristophanes. Students will explore the historical and cultural context of Greek drama and its role in ancient Greek society. Topics explored include the origins of dramatic art forms, ancient performance practices, religion and drama, Greek dramatic festivals and the significance of theater within Athenian democracy. **Typically offered:** Fall Session

LWP-2150 Constructing Gender in American Literature & Culture (3 Credits). Requisite(s): None. This course explores how male and female identity is constructed and represented in a wide variety of American texts. We will explore the changing ideals of manhood and femininity to uncover how these texts present both acceptable and marginalized gender roles. **Typically offered:** Spring Session

LWP-2175 Native People and Explorers (3 Credits). Requisite(s): None. Early diaries will be read as performing the cultural work of constructing indigenous peoples for domestic audiences; as windows into the ideologies of dominant cultures; and as part of a dialectic with indigenous peoples. Diaries of explorers, missionaries, travelers. Readings may include the writings of Native Americans, Hawaiians, Maori, Aborigines, and diaries of Capt. Cook, Columbus, and Lewis and Clark. **Typically offered:** Fall Session

LWP-2200 Writing Poetry (3 Credits). Requisite(s): WRI-1100 or HON-5101. Students will learn the art and craft of writing poetry in a workshop environment. They may read from published poetry and criticism. And will be encouraged to develop their own poetry writing skills and understanding. The workshop process includes having students' work discussed and critiqued by the instructor and by fellow writers. Class participation is essential. **Typically offered:** On Demand

LWP-2220 War and Writing in American Letters (3 Credits). Requisite(s): WRI-1100 or HON-5101. This course surveys war literature from the colonial battles of King Philip's War to recent conflicts, such as Vietnam. Special attention will be paid to the writings of the Civil War in shaping the American Identity. **Typically offered:** Fall Only

LWP-2310 Epic: Poetry, Film, and Fiction (3 Credits). Requisite(s): WRI-1100 or HON-5101 This course studies elements of the epic from the Greek classical models of Homer's Iliad and Odyssey and the Roman models of Virgil's Aeneid and Ovid's Metamorphoses. We will consider the epic film and the epic novel along with the original poems to see how the ancient poems inform our modern perception of heroic action and character. Looking at contemporary values and comparing them with classical values of nation and heroes should help us to gain insights into our culture and other national cultures. Films might include Gone with the Wind, Das Boot, Lord of the Rings, Death in Venice, Eugenie Grandet, Notes from the Underground. **Typically offered:** Fall Session

LWP-2400 Writing Fiction (3 Credits). Requisite(s): WRI-1100 or HON-5101. Students will learn the art and craft of writing fiction in a workshop environment. Participants will read from master writers; they will write original pieces and revise them. The workshop process includes having student work discussed and critiqued by the instructor and by fellow students. Class participation is essential. **Typically offered:** Fall Session

LWP-2410 Advanced Fiction Writing (3 Credits). Requisite(s): WRI-1100 or HON-5101. Students develop the art and craft of writing fiction in a workshop environment. The primary objective of the course is for students to write and revise original works of fiction. The workshop process includes having student work discussed and critiqued by the instructor and by fellow writers, so class participation is essential. At the end of the semester students will have produced and will read publicly from a portfolio of their best work. In addition, reading and writing about selected short fiction (contemporary and not, American and not) and in- class and out-of-class writing exercises are an essential component of the course. **Typically offered:** Fall Session

LWP-2555 America in the 1940S (3 Credits). Requisite(s): WRI-1100 or HON-5101; AMS-1001 for students pursing American Studies minor. The 1940s was a unique decade in American history. Dominated by Americas entry into World War II, the 1940s were also a boom time for American creativity in the arts and sciences. During these ten years, the country saw the emergence of the American musical on Broadway, while at the movie theaters Americans watched Westerns and, later in the decade, the stylistic films noir. The first successful use of penicillin came in the 1940s, along with the launch of commercial television stations, and the shocking arrival of Abstract Expressionism. Americans listened to Big Band music, radio comedies and dramas, and Edward R. Morrows broadcasts from London during the Blitz. American Letters saw the publication of John Crowe Ransoms the New Criticism, the use of traditional forms in the work of poets such as Robert Lowell, the coming of American realism in fiction, and the staging of the stark plays of Eugene O'Neill. Using an interdisciplinary approach, this course will examine several American works (novels, poems, radio broadcasts, films, Broadway cast recordings) to help

students come to an understand of the singular nature of the American experience in the 1940s. **Typically offered:** On Demand

LWP-2570 Contemporary American Literature (3 Credits). Requisite(s): WRI-1100 or HON-5101. Undeniably, we live in a visual culture. Film and television have become the dominant creative modes. How do today's writers compete in a world dominated by image? What are their concerns? How have they experimented with and challenged traditional narrative forms and genres? This course surveys some of the most dynamic contemporary poets, novelists, and dramatists who are making a name for themselves today. **Typically offered:** Fall Session

LWP-2580 Readings in American Literature: 1950-2001 (3 Credits). Requisite(s): WRI-1100 or HON-5101. Cold War politics, Civil Rights and the Women's Movement, the Vietnam War, the Me Generation, Wall Street, Cyberspace. How did U.S. writers and artists respond to all this? This course investigates how poets, fiction writers, and playwrights dealt with some of the major questions of their generation. Works may include poets Allen Ginsberg, Anne Sexton, W.S. Merwin, and Rita Dove; fiction writers James Dickey, Bernard Malamud, James Baldwin, Flannery O'Connor, Raymond Carver, Toni Morrison, and Octavia Butler; and playwrights Arthur Miller, Amiri Baraka, Edward Albee, and Anna Deveare Smith. **Typically offered:** Fall Session

LWP-2590 Literature of New York City (3 Credits) Requisite(s): WRI-1100 or HON-5101; No other city in America (or perhaps the world) has fired the literary imagination more than New York. We will look at the incredible diversity of this literature, from immigrant narratives and migration tales to essays, comic strips, and short stories. We will also investigate what it is about New York that provokes such interest among writers. What is New York a metaphor for--power, prestige, poverty, diversity, American exceptionalism? Why do the rest of the country continue to care about New York stories? **Typically offered:** Fall Session

LWP-2600 American Poetry (3 Credits). Requisite(s): WRI-1100 or HON-5101. Arguably, modern American poetry stems from two mid-19th-century master poets: Emily Dickinson and Walt Whitman. This course closely analyzes the canon of both poets and may also provide an overview of subsequent poets influenced by the lady from Amherst and grey man from Camden. **Typically offered:** Spring Session

LWP-2602 Topics: Classical Mythology (3 Credits). Requisite(s): WRI-1100 or HON-5101. Classical Mythology is a literature course that surveys the evolution of Greek and Roman beliefs about gods, heroes, monsters, and the creation of the universe and considers the continuing influence of these archetypes and myths on the art, literature, and culture of the Western world. Theories regarding the purpose and function of myth are also explored. Readings include both ancient texts and secondary sources. **Typically offered:** On Demand

LWP-2603 Topics: Literature and Photography (3 Credits). Requisite(s): WRI-1100 or HON-5101. This course explores literature and photography as ways of seeing the world, and as artistic and evidentiary ways for human beings to represent the world around them and to express themselves. Photography and literature are examined as companion forms in artistic movements such as realism, expressionism, and

modernism. We will also develop and explore our own photographic eyes. During spring break 2013, we are planning to go on a trip to Cuba along with St. Francis students from sociology, Spanish, and creative writing. The trip is optional. **Typically offered:** On Demand

LWP-2605 Topics: Spoken Word Poetry (3 Credits). Requisite(s): WRI-1100 or HON-5101. This course will explore spoken words as a literary and performance movement by examining historical and contemporary eras of the genre. It will also facilitate the beginning of a journey for participants to craft writing skills and share dynamic work with various audiences. Over the semester, be prepared for writing prompts, editing sessions, readings, screenings, and guest speakers. **Typically offered:** On Demand

LWP-2606 Topics: Telling Our Stories Theory and Practice of Autobiographical (3 Credits). Requisite(s): WRI-1100 or HON-5101. In this course, we will experiment with autobiographical writing exercises of our own as we read, listen to and view works of autobiographical writing-from memoir and autobiographical fiction to graphic memoir, podcasts and stand-up comedy. Students will become familiar with critical concepts, terms and approaches used to analyze life narratives, and with debates relating to authenticity, identity, truth, memory, culture and self-representation. **Typically offered:** On Demand

LWP-2610 Chaucer (3 Credits). Requisite(s): WRI-1100 or HON-5101. Close reading of the major works of Geoffrey Chaucer, including "The Canterbury Tales". Medieval culture and thought formulate essential background for an understanding of Chaucer's works. **Typically offered:** Fall Session

LWP-2620 Shakespeare (3 Credits). Requisite(s): WRI-1100 or HON-5101. An examination of William Shakespeare's life and works with readings selected from poems, sonnets, and plays. Included is a study of important cultural history of Tudor and Stuart England. **Typically offered:** Spring Session

LWP-2630 Milton (3 Credits). Requisite(s): WRI-1100 or HON-101. An examination of John Milton's life and works with a focus on "Paradise Lost", but including his sonnets, elegies, and selections from his prose and dramatic works. **Typically offered:** Spring Session

LWP-2700 Drama Survey I (3 Credits). Requisite(s): WRI-1100 or HON-5101. This course will survey plays from world drama and theatre traditions from the ancient Greeks and Romans to the early nineteenth century. Readings will include such plays as Oedipus Rex, Lysistrata, The Second Shepherd's Play, Volpone, School for Scandal, and Faust. Students will attend at least one live performance. **Typically offered:** Spring Session

LWP-2730 Drama Survey II (3 Credits). Requisite(s): WRI-1100 or HON-5101. This course will survey plays from world drama and theatre traditions from the late nineteenth century to contemporary. Readings will include such plays as A Doll House, Trifles, Six Characters in Search of an Author, A Streetcar Named Desire, The Laramie Project, and Arcadia. Students will attend at least one live performance. **Typically offered:** Spring Session

LWP-2810 American Multicultural Literature (3 Credits). Requisite(s): None. This course looks at the long-neglected fields of Native American, African-American, Asian-American, and Hispanic-/Latino-

American literature. Possible authors include: Momaday, Morrison, Lahiri, Silko, Erdrich, Anaya, Cisneros, Alexie, Hijuelos, Kingston, Tan, Ng, and Kogawa. **Typically offered:** Spring Session

LWP-2815 Sports and American Culture (3 Credits). Requisite(s): Any Literature course (AML, BRL, DRA, ENG, LIT) 2000 or higher This course takes an interdisciplinary look at American sports writing and film as cultural expression. Possible focuses include but are not limited to baseball, football, basketball, and the Olympic Games. **Typically offered:** Spring Session

LWP-2851 Special Topic: Dystopian Literature (3 Credits). Requisite(s): any Literature Course (AML, BRL, DRA or LIT) 2000 or higher. This course will examine the literary tradition of stories set in a speculative universe. Dystopian novels create worlds that revolve around a set of principles that enlighten and heighten social, scientific, technological, political, personal or psychological conditions. We will discuss the interplay between major authors, scientific and sociological foresight, and how our world today has been influenced by ideas from speculative fiction. Works may include Labyrinths, Jorge Louis Borges Neuromancer, William Gibson A Canticle for Liebowitz, Walter M. Miller JR Parable of the Sower, Octavia Butler Snow Crash, Neal Stephenson Do Androids Dream of Electric Sheep, Philip K Dick The Night of the Long Knives, Fritz Leiber Ender's Game, Orson Scott Card Heathman, Alan Moore and Dave Gibbons. **Typically offered:** On Demand

LWP-2910 Technical Writing for STEM fields (3 Credits). Requisite(s): WRI-1100. This course serves as an introduction to technical and consumer-facing writing. Students will learn to explain complex scientific and technological concepts clearly and ethically to diverse audiences. Topics will include key skills for technical writing such as documentation writing, web content organization, and usability-focused writing. Typically offered: On Demand

LWP-2901 Special Topic: Multigenre Creative Writing (3 Credits). Requisite(s): WRI-1100. Students will read and create original works in a range of creative genres, including fiction, poetry, performance poetry, creative nonfiction, drama, comics, journalism, film, graphic design, and multimedia. **Typically offered:** On Demand

LWP-3010 Critical Writing and Analysis (3 Credits). Requisite(s): WRI-1100. This course will provide instruction and practice in close reading of literary texts; an introduction to the techniques of literary creation; practice in writing analytically and critically about works of literature; and an introduction to literary criticism as an aid to understanding and as a resource in extending the conversation about literature. **Typically offered:** On Demand

LWP-3110 Women and Modernism Women and Modernism (3 Credits). Requisite(s): Any Literature course (AML, BRL, DRA, ENG, LIT) 2000 or higher. Some of the most highly praised and canonized women authors emerged during the modernist period. This course investigates their literature and thinks about why this is such a fruitful literary period for them. While the authors in this course write from different traditions and disparate positions, they are also responding to common events and ideologies. Authors could include Gertrude Stein, Amy Lowell, Carson McCullers, Nella Larson, Zora Neale Hurston, Virginia Wolfe, Stevie Smith, Jean Rhys, and Djuna Barnes among others. **Typically offered:** Fall Session

LWP-3111 Modernity and Truth (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG or LIT) 2000 or higher. Modernism consists of experimental literature of the late nineteenth and early twentieth centuries. In some ways, the literature was experimental in style. More often, however, literary themes became more open and daring, ranging from subjects and themes dealing with evolution, the horror of war, women's issues, sexuality, the fragmentation of identity, or the politics of colonialism. While emphasis might fall on literature in English, this course is international in scope. **Typically offered:** Fall Session

LWP-3112 American Modernism (3 Credits). Requisite(s): any AML, BRL, DRA, ENG or LIT course 2000 or higher This course will chart the evolution and development of European Modernism from Parisian salons to the backyards and front porches of American towns. Writers such as Stein, Hemingway, Fitzgerald, Eliot, Pound, Faulkner, Stevens, and William Carlos Williams may be considered. **Typically offered:** On Demand

LWP-3113 Postmodernism (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG, LIT) 2000 or higher. Postmodernism is the term used to describe art and literature since mid-20th century, a period showing the effects of totalitarian states, the threat of nuclear and thermal annihilation, environmental catastrophe, globalization of industry and culture, and the digitalization of communication. This course offers an introduction to ideas surrounding postmodernism by looking at some of the work of John Updike, Paul Auster, and other writers or artists routinely identified as postmodernist. **Typically offered:** Spring Session

LWP-3130 Crime, Justice, and American Fiction (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG or LIT) 2000 or higher, AMS-1001 for students pursuing AMS minor Cross-listed with: SOC-3130. This course is designed as an introduction to representations of crime and justice in contemporary American society. The course will focus on constructions of crime and justice in literature, comic books, and film. We will explore the social construction of crime and the cultural meanings that these images provide. We will debunk various crime myths and deconstruct stereotypes perpetuated by popular images of criminality. The course is interdisciplinary, providing students with multiple perspectives on crime and criminality and explores ways of critically analyzing and interpreting media images. **Typically offered:** On Demand

LWP-3140 British Romanticism (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG, LIT) 2000 or higher. A cultural, historical, and aesthetic study of, for instance, the prophetic and profound visions of William Blake and Samuel Taylor Coleridge to, for example, Lord Byron's “Don Juan”, with an examination of poetry and letters by writers such as P.B. Shelley, John Keats, and Edward Fitzgerald (“The Rubaiyat of Omar Khayyam”). Readings could also include prose by William Hazlitt, Thomas DeQuincey, and Mary Wollstonecraft Shelley (“Frankenstein”). **Typically offered:** On Demand

LWP-3145 Hawthorne, Melville, Poe (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG, LIT) 2000 or higher. A close analysis of three master writers from the American Renaissance period. Close attention is paid to topics such as memory, nationhood, identity, religion and the unknown, race, class, and gender. **Typically offered:** Spring Session

LWP-3150 Hemingway, Fitzgerald & Stein (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG, LIT) 2000 or higher. Hemingway's "The Sun Also Rises", Stein's "The Autobiography of Alice B. Toklas", and Fitzgerald's "The Great Gatsby" are a core of readings for this course which will turn to the influence these writers have on 20th-century literature and thought. Other selections of representative poetry, fiction, and prose will be included. **Typically offered:** Spring Session

LWP-3155 Victorian Literature (3 Credits). Requisite(s): one course from AMLA, AMLC, BRLA, BRLC, LITA, HON. Thomas Carlyle, John Stuart Mill, John Henry Cardinal Newman, Matthew Arnold, John Ruskin, Walter Pater, George Eliot, Thomas Henry Huxley on the pains and joys of human life, love, and marriage at home and in society, the role of men and women, liberty, arts and letters, and science, where particular attention to historical and cultural considerations prevails. **Typically offered:** Spring Session

LWP-3230 Postcolonial British Literature (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG, LIT) 2000 or higher. This course will explore the literatures and cultures that arose because of English colonial domination. The postcolonial issues of hybridity, indigenous essentialism, contentedness of the English language, among others, will be explored. Literature and theoretical readings may include works by Naipaul, Hulme, Mukherjee, Ondaatje, Achebe, Friel, Rushdie, Bhabha, Said. **Typically offered:** On Demand

LWP-3315 From Detective Fiction to Romance Novels: Studies in Genre (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, LIT or LWP) 2000 or higher This course will examine significant works of genre literature through the lens of literary theory. By reading, analyzing and writing about genres such as detective fiction, horror stories, and romance novels, students will come to an understanding of the complex nexus in which theory and literature meet. During their semester of inquiry, students will find that the very genres they are studying are expanded, explicated, and even problematized through the application of literary theories. **Typically offered:** Fall Session

LWP-3503 The Comic Vision (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG, LIT) 2000 or higher This course will examine the nature of comedy, including its relation to the normative values of the society that produces it. Plays and theoretical writings from classical to contemporary times will be read. The class will attend a live performance. **Typically offered:** Fall Session

LWP-3504 American Drama (3 Credits) Requisite(s): any Literature course (AML, BRL, DRA, LIT) course 2000 or higher. This course examines the development of American Drama; the great age of innovative American Drama and theater practice; and the great theater houses. Playwrights may include O'Neill, Miller, Williams, Mamet, Albee, among others. The class attends a live performance. **Typically offered:** Spring Session

LWP-3507 Topic: Literature of the American Civil Rights Movement (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG, LIT) 2000 or higher. July 2, 2014 marks the 50th anniversary of the signing of the Civil Rights Act of 1964. This legislation was the culmination of many decades of difficult, often dangerous, work by both civil rights leaders and ordinary Americans who believed that all

people were created equal and should enjoy equal protection under the law. This course examines the American civil rights movement through its literature: speeches, editorials, novels, poems, short stores, music and film. Students will trace the course of the modern battle for civil rights from its roots in the abolitionists of the 1800s through A. Philip Randolph and his March on Washington Movement of 1941 to the signing of the Civil Rights Act of 1964 and beyond. **Typically offered:** On Demand

LWP-3601 Special Topic: Hitchcock (3 Credits). Requisite(s): any Literature course (ENG, AML, BRL, DRA, LIT) 2000 or higher. This course will examine the stories and novels from which many of Alfred Hitchcock's films are based, as well as some of the films themselves. Hitchcock transformed these literary works into unparalleled film masterpieces of mystery and suspense, giving students the opportunity to analyze the process of adaptation from page to screen. In this course we will view such classic films as 39 Steps, Rope, Rear Window, North by Northwest, The Man Who Knew Too Much, Vertigo, Psycho, The Birds and others. **Typically offered:** Spring Session

LWP-3602 Special Topic: Murder and Mayhem (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG, LIT) 2000 or higher. This course will explore the American obsession with murder and mayhem, the killer, the psycho in the American Psyche. From the Indian wars to the opening of the west, the mutual mass murder of the Civil War and its aftermath, from the growth of cities, the immigrant experience, racial inequality and urban blight, through depression and world war, the atomic age and beyond, violence, murder, mayhem, both organized and chaotic, individual and collective, has been part of the American imagination. Through the works of such writers as Poe, Hammett, Flannery O'Connor, Richard Wright, Brett Easton Ellis, Stephen King, as well as such filmmakers as Alfred Hitchcock and David Lynch, the course will examine the dark side of the American Dream, both real and imagined. **Typically offered:** Spring Session

LWP-3603 Topic: Brooklyn: Film & Fiction (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG, LIT) 2000 or higher. This course will provide a way of looking at urban literature as a momentary connection to the sensible and the intelligible world around us. Brooklyn is that world. As an introduction to literary themes in fiction, poetry, and film within the frame of Brooklyn, we will investigate themes or motifs of works by authors and poets such as Bernard Malamud, Jonathan Lethem, Charles Perry, Colson Whitehead, Walt Whitman, Paul Auster, and David Amsden. **Typically offered:** On Demand

LWP-3608 Special Topic: American Women Writers Rights Movement (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG, LIT) 2000 or higher. This course would look at American women's writing from 1880-the present. We will primarily read fiction and short stories. Topics would include Race, Sexuality, Women's Rights, Immigration, and Class. Literary time periods and women's output would also be addressed, looking specifically at Realism, Modernism and Post-Modern writing. Authors would include Edith Wharton, Willa Cather, Charlotte Perkins Gillman, Gertrude Stein, Zora Neale Hurston, Flannery O'Conner, Tillie Olsen, Toni Cade Bambara, Toni Morrison, and Sandra Cisneros. **Typically offered:** On Demand

LWP-3611 Topic: The Wire as Great American Novel (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG, LIT) 2000 or higher. This course will explore a range of historical, cultural, social, political, and literary issues at play on The Wire. **Typically offered:** On Demand

LWP-3652 Topic: The Double or Doppelganger in Lit (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG, LIT) 2000 or higher. The doppelganger, German for double walker, can be described as one's alter ego, that mirror image that reveals our darker, hidden selves. This course will explore the doppelganger in literature in such works as Mary Shelley's Frankenstein, Robert Louis Stevenson's Dr. Jekyll and Mr. Hyde, EA Poe's William Wilson, and Oscar Wilde's The Portrait of Dorian Gray. **Typically offered:** On Demand

LWP-3653 Topic: Environmental Writers (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG, LIT) 2000 or higher. The aim of the course is to have students read environmentally oriented non-fiction texts by scientists or social scientists. Principally, the purpose is to engage students in a look at environmental concerns across the recent past by reading and discussing books by Carl Sagan, Kirkpatrick Sale, Rachel Carson, James Lovelock, E.O. Wilson, and Bill McKibben. **Typically offered:** On Demand

LWP-3656 Topic: Psychological Thriller (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG or LIT) 2000 or higher Nothing has inspired more fear and terror in fiction and film than stories of the human mind gone wrong. This course will explore – in such works as The Fall of the House of Usher, The Shining, Psycho, Vertigo, Silence of the Lambs, and others – the terrifying consequences that result when that fine line between fantasy and reality, between sanity and madness, ultimately disappears. **Typically offered:** On Demand

LWP-3657 Topic: Contemporary Playwrights (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG or LIT) 2000 or higher This course will examine contemporary trends in drama and theatre practice via readings and performance of works by playwrights such as Lauren Yee, Dominique Morisseau, Katori Hall, David Henry Hwang, Anna Deveare Smith, Suzan-Lori Parks. Attendance at one or more live performances will be a required part of this course. **Typically offered:** On Demand

LWP-3658 Stanley Kubrick: Literature and Film (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG or LIT) 2000 or higher Literature and Film of Stanley Kubrick This course will examine how stories and novels by writers such as Nabokov, Burgess, Thackeray and Stephen King-inspired many of the great films of director Stanley Kubrick- known for their dark humor and realism-such as Lolita, Dr. Strangelove, 2001: A Space Odyssey, Clockwork Orange, Barry Lyndon, Paths of Glory , The Shining and others. **Typically offered:** On Demand

LWP-3750 Women Playwrights (3 Credits). Requisite(s): any Literature course (ENG, AML, BRL, DRA, LIT) 2000 or higher. Women have a long history of writing for performance. This course will introduce students to early playwrights such as Hrotsvitha and Aphra Behn and then focus on modern and contemporary playwrights such as Sophie Treadwell, Susan Glaspell, Lorraine Hansberry, Caryl Churchill, Ama Ata Aidoo, Yasmina Rez, Sarah Ruhl, Anna Deavere Smith, and Suzan-Lori Parks among others. Students will attend at least one live performance. **Typically offered:** Spring Only

LWP-3810 Major Author: James Baldwin Rights Movement (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG or LIT) 2000 or higher. This course will focus on the fiction and essays of James Baldwin as a means toward understanding the ongoing civil rights movement and other contemporary issues concerning identity and culture. **Typically offered:** On Demand

LWP-3811 Harlem Renaissance and Beyond Rights Movement (3 Credits). Requisite(s): any Literature course (AML, BRL, DRA, ENG, LWP or LIT) 2000 or higher. This course will begin by looking at the works of the major authors of the Harlem Renaissance, including Langston Hughes, Zora Neale Hurston, Richard Wright, Nella Larsen, and Claude McKay. Then, during the second half of the semester, we will look at their lasting impact on Black writers in the United States during the second half of the 20th century, including works by James Baldwin, Alice Walker, Tony Morrison and Ta-Nehisi Coates. **Typically offered:** Fall Session

LWP-3910 Science Writing: Nonfiction (3 Credits). Requisite(s): LWP-2910. This course invites students into a vibrant workshop-based course focused on science journalism, public science essays, and narrative nonfiction grounded in research. Students will collaborate with science faculty and learn to translate research findings for a general readership. This workshop will focus on writing explanatory prose, finding the most interesting news angles in published research, interviewing scientists, writing key story elements with creative style, and responding to editing. **Typically offered:** On Demand

LWP-4001 Topic: Holy War and Jihad (3 Credits). Requisite(s): any five Literature courses (AML, BRL, DRA, ENG, LIT). Special topics course. **Typically offered:** On Demand

LWP-4003 Seminar: Dante (3 Credits) Requisite(s): any five Literature courses (AML, BRL, DRA, ENG, LIT). The general aim of this seminar is to study Dante's major work: The Commedia. The complexity of the poem in its canticles: Inferno, Purgatorio, and Paradiso and its beauty, require careful and regular reading of the text along with a consideration of some major commentaries. Pope Paul IV, also a Dante scholar, at the end of the Vatican Council, in solemn ceremony in the Baptistry in Florence, had Dante Alighieri declare the Poet Laureate of Christendom. The seminar will look to understand why. **Typically offered:** On Demand

LWP-4006 Willa Cather & the Politics of the Canon in Literature (3 Credits). Requisite(s): any five Literature courses (AML, BRL, DRA, ENG, LIT). Willa Cather is considered by many to be one of America's best writers. She has a huge, dedicated following and the scholarship on Cather is immense. But she has never fit very easily into the accepted American literary canon. Part of this has to do with questions of literary genre: Is she a realist? A modernist? A regionalist? She also brings up many interesting debates around the place of biography when reading and analyzing literature. For example, what role does her sexuality play in understanding her fiction? Was she a lesbian? Does it matter? Does her gender and her sexuality have anything to do with her uneasy place in the literary canon? We will read Cather's fiction and a few of her short stories. We will also read sections of two famous biographies on Cather as well as scholarly articles on her fiction, her life and the politics of reading itself. **Typically offered:** On Demand

LWP-4007 Seminar: Character and Consciousness in Literature (3 Credits). Requisite(s): any five Literature courses (AML, BRL, DRA, ENG, LIT). The Character and Consciousness English seminar offers a short survey of British novels from George Eliot (Middlemarch), Thomas Hardy (Tess of the D'Urbervilles), E.M. Forster (Where Angels Fear to Tread and A Passage to India), and D.H. Lawrence (The Rainbow). The novels are part of the literature of transition from late Victorian to early modern, and the focus of class conversation will deal with character, ethical behavior, and the question of self. **Typically offered:** On Demand

LWP-4021 Sem: American Playwrights (3 Credits). Requisite(s): any five courses Literature courses (AML, BRL, DRA, ENG or LIT). This seminar will focus on the works of Anna Deavere Smith and Moises Kaufman, whose groundbreaking plays have established the genre of documentary theatre plays created through extensive interviews with real people. What new sensibilities, insights, and techniques arise from such a process? What do we learn about our American character and identities? Among the plays to be read are Let Me Down Easy, Fires in the Mirror, Seven, The Laramie Project, and Gross Indecency: The Three Trials of Oscar Wilde. **Typically offered:** On Demand

LWP-4024 Seminar: Melville (3 Credits). Requisite(s): any five courses Literature courses (AML, BRL, DRA, ENG or LIT). This seminar will explore the major fiction of Herman Melville. Possible topics include race, class, gender, sexuality, colonialism, epic, and ecology. We will also explore the ethical, moral, and political issues addressed in Melville's work. A large section of the course will be devoted to Melville's epic 1851 novel, Moby-Dick. Other works to be explored include Typee, Bartleby-The Scrivener, Benito Cereno, The Paradise of Bachelors and the Tartarus of Maids, The Encantadas, and Billy Budd. **Typically offered:** On Demand

LWP-4029 Seminar: Theatre of Social Issues (3 Credits). Requisite(s): any five courses Literature courses (AML, BRL, DRA, ENG or LIT). This seminar will focus on the works of Anna Deavere Smith, Moises Kaufman, Jessica Blank, and other playwrights whose groundbreaking plays have established the genre of documentary plays created through extensive interviews with real people. What new sensibilities, insights, and techniques arise from such a process? Among the plays to be read are Let Me Down Easy, Fires in the Mirror, Seven, The Laramie Project, Gross Indecency: The Three Trials of Oscar Wilde, and The Exonerated. **Typically offered:** On Demand

LWP-4030 Seminar: The Poet Bob Dylan (3 Credits). Requisite(s): any five courses Literature courses (AML, BRL, DRA, ENG or LIT) This seminar will explore the life, times, and work of the great American singer-songwriter, poet, and American icon Bob Dylan. Topics include: his musical (and literary) influences and influence; connections between his work and the social, political, cultural, and historical events and movements of the last half of the twentieth and early part of the twenty-first centuries; the nature of individual and collective identities. **Typically offered:** On Demand

LWP-4031 Epic Fantasy Series (3 Credits). Requisite(s): any five Literature courses (AML, BRL, DRA, ENG, LIT). In this seminar students will examine the modern epic fantasy series, and their historical, mythological and contemporary influences. Series such as A Song of Ice and Fire by George RR Martin, Lord of the Rings by JRR Tolkien, Harry Potter by JK Rowling, The Wheel of Time by Robert Jordan, and

The Earthsea Chronicles by Ursula K le Guin offer intricate cycles of hero stories. Using the scholar Joseph Campbell's work to decode mythic themes, the seminar will explore the authors' relationships with one another, the progression of sequence from one book or episode to the next, and the role of modern fantasy as a portal to the historical and mythic traditions of epic tales. **Typically offered:** On Demand

LWP-4032 British Women Novelists (3 Credits). Requisite(s): any five Literature courses (AML, BRL, DRA, ENG, LIT). The focus and emphasis of this course will fall on the character, consciousness and literary work of women writers in Britain. What does it mean to be a woman in a class-conscious society? What rights and privileges, if any, did women have at the end of the eighteenth century, during the nineteenth century, and at the beginning of the twentieth century in England? What types of domestic, social, and other constraints were imposed on women? What opportunities for love or work did women have? What choices did women have in terms of marriage and education? In addition to the seminal work about women's rights by Mary Wollstonecraft in the eighteenth century, how is it that a man, John S. Mill, comes to write The Subjection of Women (1869), rumored to have been written, and no doubt heavily influenced, by his wife Harriet Taylor Mill. In this way the course will consider the minds, manner, morals, and lives of women in England from the late eighteenth century up into the early twentieth century. Students will be encouraged to consider and discuss both sexuality and gender. Course content might vary, but authors covered may include Mary Wollstonecraft (A Vindication of the Rights of Women), Jane Austen (Pride and Prejudice and Persuasion), Charlotte Bronte (Jane Eyre), Elizabeth Gaskell (Mary Barton or North and South), George Eliot (The Mill on the Floss), and Virginia Woolf (Mrs. Dalloway and A Room of One's Own). **Typically offered:** On Demand

LWP-4033 The Vietnam War in Literature and Film (3 Credits). Requisite(s): any five Literature courses (AML, BRL, DRA, ENG, LIT). This seminar will examine a variety of artistic responses--memoirs, novels, shorts stories, poems, and films--to the Vietnam War. **Typically offered:** On Demand

LWP-4034 Ray Bradbury: Storyteller (3 Credits). Requisite(s): any five Literature courses (AML, BRL, DRA, ENG, LIT). Ray Bradbury is one of the great American storytellers. This seminar takes an in-depth approach to Bradbury's work through an examination of some of his most-famous stories and novels. **Typically offered:** On Demand

LWP-4035 The Anti-Hero in American Literature (3 Credits). Requisite(s): any five Literature courses (AML, BRL, DRA, ENG, LIT). This course explores the ant-hero, the rebel, who has so completely captured the American imagination in literature and film. This is the outsider, the outcast, who struggles against the dark side of the American dream--its social inequality and moral bankruptcy, its political corruption, its economic greed and exclusion. This struggle, both internal and external, sometimes triumphant, sometimes fatal, will be illuminated in the works of Melville, Twain, Eliot, Hemingway, Anderson, Faulkner, Steinbeck, West, Ellison, O'Connor, Ginsberg, Ferlinghetti, Bradbury, and others. **Typically offered:** On Demand

LWP-4036 What Does It Mean to Be a Citizen? (3 Credits). Requisite(s): any five Literature courses (AML, BRL, DRA, ENG, LIT). This seminar will focus on answering the question What Does It Mean to Be a Citizen? In addition to selected fiction and film, texts will include Claudia Rankine's Citizen: An

American Lyric, essays of James Baldwin, selections from Walt Whitman's Leaves of Grass, and a range of interdisciplinary readings that address issues at play in our current social fabric related to, among other things, the following: individual and collective identities; protest, power, and privilege; rhetoric, truth, and artistic expression. **Typically offered:** On Demand

LWP-4037 Sem: Who Are You? Identity & Literature (3 Credits). Requisite(s): any five Literature courses (AML, BRL, DRA, ENG, LIT). In this seminar students will discuss questions and concepts of identity as they are explored in literary and autobiographical works, and as they are studied and defined in disciplines such as social psychology, sociology, and law. **Typically offered:** On Demand

LWP-4038 Seminar: World Indigenous Literatures (3 Credits). Requisite(s): any five Literature courses (AML, BRL, DRA, ENG, LIT). This seminar is an exploration of works by indigenous authors from cultures including Native American, Hawai'ian, New Zealand Maori, among others. **Typically offered:** On Demand

LWP-4039 Identity in Literature and Culture (3 Credits). Requisite(s): any five Literature courses (AML, BRL, DRA, ENG, LIT). This course examines Vietnam as a war that changed America, and as a resilient people and culture, both contemporary Vietnamese and Vietnamese American. Vietnamese, American, and Vietnamese American works of literature, non-fiction, photography, new Vietnamese American will be the subject of our study. **Typically offered:** On Demand

LWP-4040 Topic: The Dark Side of Humor (3 Credits). Requisite(s): any five Literature courses (AML, BRL, DRA, ENG, LIT). In literature as in film, dark humor often deals with the unlaughable, those taboo subjects that range from death and murder to family dysfunction to global conflagration. This course will explore through literary works such as Catch 22, Slaughterhouse Five and the Short Stories of Flannery O'Connor and such films as Dr. Strangelove, The Trouble with Harry and Arsenic and Old Lace- how the dark side of humor can often illuminate the madness and absurdities of human life. **Typically offered:** On Demand

LWP-4041 Topic: The Wire (3 Credits). Requisite(s): any five Literature courses ENG This course will explore a range of historical, cultural, social, political, and narrative issues at play in the television series "The Wire". **Typically offered:** On Demand

LWP-4042 Seminar Topic: Literary Mystery Novel (3 Credits). Requisite(s): any five ENG courses 2000 or higher. This course will focus on works of literary fiction that feature working through of plot using the structures of the mystery genre. This course will examine the function of the genre device of revelation as used by literary novelists such as William Faulkner, Umberto Eco, and Iain Pears. **Typically offered:** On Demand

LWP-4043 Seminar Topic: David Fincher (3 Credits). Requisite(s): any five ENG courses 2000 or higher. This seminar examines the visual storytelling of film director, David Fincher. Students will examine film and literary influences, including brief examinations into his commercials and music videos, as well as excerpts from shows such as Mindhunter and House of Cards. Possible films to be included in the course include Se7en, Fight Club, Zodiac, The Game, Panic Room, The Social Network, Gone Girl,

The Girl with the Dragon Tattoo, The Curious Case of Benjamin Button, and Mank. **Typically offered:** On Demand

LWP-4044 Seminar: The Mask in Literature and Film (3 Credits). Requisite(s): any five ENG or LWP courses 2000 or higher. From the ancient Greeks to Shakespeare to Poe and Hawthorne to Black Mirror and the Rod Sterling's Twilight Zone, the concept of the Mask, has been used to obscure, to deceive, to hide, that which lies beneath the surface of human character, as well as to reveal and to illuminate the duality of human nature. In this seminar, we will explore the literary concept of the Mask through the works of Sophocles, Shakespeare, Poe, Hawthorne, Wilde, Stevenson, Dunbar, Highsmith, and others. We will also view some thematically related films such as Hitchcock's Shadow of a Doubt, Kubrick's A Clockwork Orange, Teshigahara's The Face of Another, and Peale's Get Out! **Typically offered:** On Demand

LWP-4045 Seminar: Representing the Holocaust (3 Credits). Requisite(s): any five ENG or LWP courses 2000 or higher. This seminar will explore a range of artistic, humanistic, and literary representations of and engagements with the Holocaust to better understand its roots, realities, and repercussions. **Typically offered:** On Demand

LWP-4046 Seminar: Telling Our Stories (3 Credits). Requisite(s): any five ENG or LWP courses 2000 or higher. In this seminar, we will experiment with autobiographical writing exercises of our own as we read, listen to and view works of autobiographical writing - from memoir and autobiographical fiction to graphic memoir, podcasts and stand-up comedy. Students will become familiar with critical concepts, terms and approaches used to analyze life narratives, and with debates relating to authenticity, identify, truth, memory, culture and self-representation. **Typically offered:** On Demand

LWP-4047 Seminar: Gothic Literature & Film (3 Credits). Requisite(s): any five ENG or LWP courses 2000 or higher Gothic literature deals with a tension of opposites. Of the conflict between rational and irrational, the natural and supernatural, science and superstition. It is a literature of intense emotional intensity, of doubt and uncertainty, of exalted moments of joy and ecstasy, of the dead and the undead, of haunted houses, of unknown fears and desires that lurk in the unconsciousness mind. This course will study Gothic literature from the Romantic and Victorian periods up until the present time. It will include such works The Fall of the House of Usher, Wuthering Heights, Frankenstein, Dracula, Dr. Jekyll and Mr. Hyde, The Monk, Rebecca, The Haunting of Hill House, Interview with a Vampire, and others. **Typically offered:** On Demand

LWP-4048 Sem: What Humor Is and Does (3 Credits). Requisite(s): 5 courses from subjects ENG LWP; except courses ENG-1000. This course explores humor as a cultural, psychological, and social phenomenon, examining what humor is and what it does across various disciplines and media. Drawing from philosophy, linguistics, psychology, literature, film, and performance studies, we analyze humor's role in communication, identity, and power. Topics include satire, irony, stand-up comedy, memes, and the politics of laughter. Through an interdisciplinary approach, students will engage with theories of humor, from Aristotle to contemporary perspectives, while critically assessing its functions - whether subversive, unifying, or divisive - across different modalities. The course combines discussion, creative projects, and analytical writing to deepen understanding of humor's complexities. **Typically offered:** On Demand

LWP-4295 Seminar Topic: Fiction's Futures (3 Credits). Requisite(s): any five ENG courses 2000 or higher. How does fiction imagine humanity's future? What lessons and warnings do they offer? What commonalities do they share? How do they reimagine community as well as the individual's relationship to a changed society? How are issues of race, gender and sexuality imagined or reimagined in these futures? And what do they tell us about the fears and hopes of the time in which they were written? This course will look at both science fiction and literary fiction. Authors include Octavia Butler, Margaret Atwood, Cormac McCarthy, Carmen Maria Machado, Charles Yu, Ted Chiang, Lucy Corin, and Tao Lin among others. **Typically offered:** On Demand

LWP-4403 Tutorial: Technical & Professional Writing Literature (3 Credits). Requisite(s): None. This tutorial will provide writing students with the opportunity to see their research and efforts materialize into an actual exhibition. The writing experience they get from this tutorial will be extensive. Grant writing, business letters, press releases, writing for the web, along with narrative and interpretive text will all be part of this tutorial. **Typically offered:** On Demand

LWP-4404 Writing Memoir and Fiction for Publication and Performance (3 Credits). Requisite(s): any courses from AML, BRL, or LIT 2000 or higher. This tutorial will have students design and pursue a series of independent projects focused on the drafting and editing of short stories and/or memoir pieces, with a view toward public presentation of their work. The instructor will meet with students both during and outside the weekly tutorial session and will engage the group in peer editing activities. **Typically offered:** On Demand

LWP-4407 Photography and Literature Cyborgs, Monsters and the Transhuman (3 Credits). Requisite(s): None. Approval from Chairperson required. This tutorial will explore artistic and social developments in literature and photography, as well as the nature of storytelling in words and in images. Readings, photographers, and activities will include, among others, On Photography, How the Other Half Lives, excerpts from Leaves of Grass, Cartier-Bresson, Dorothea Lange, The Jazz Loft Project, photo essays, and a student group exhibit. **Typically offered:** On Demand

LWP-4409 Thesis Research and Proposal Cyborgs, Monsters and Transhuman (3 Credits). Requisite(s): Chairpersons Approval. The tutorial to be offered will work on the process of designing, researching, and writing the senior thesis. **Typically offered:** On Demand

LWP-4411 Tutorial: Business Communications (3 Credits). Requisite(s): None. ENG 4411 is a writing tutorial intended to increase the student's ability to write effective business communications through memos and letters for both internal and external customer and client’s audiences. Attention will also be paid to organization and communication skills needed to conduct meetings, projects, reporting, and daily communication. Prerequisite: Chairperson's approval. **Typically offered:** On Demand

LWP-4412 Tutorial: Advanced Creative Writing (3 Credits). Requisite(s): None. This tutorial is a continuation of Advanced Fiction Writing and, for many, will serve as a bridge to a creative English thesis. The primary focus will be on workshopping student work. We will also read and analyze published short fiction (some chosen by me, some chosen by students) as writers as well as selected essays on craft

and process. Each student will be expected to read and write about a particular issue of craft in a particular collection of short fiction that they will choose in consultation with me. We will meet as a group every other week; in addition, there will be individual consultations throughout the semester. Prerequisite: Chairperson's approval. **Typically offered:** On Demand

LWP-4990 Internship in English (1-3 Credits). Requisite(s): LWP-2105, LWP-2106 and LWP-2107, one 3000-level LWP course This course provides the opportunity for students to work at department- approved locations for structured, supervised, professional work experience within a company, non-profit organization, or approved institution. **Typically offered:** On Demand

LWP-4995 Independent Study in English (1-3 Credits). Requisite(s): nine credits from ENG (AML, BRL, DRA, ENG, LIT, or WRI, except WRI-1100) and Department Chair approval. When a student has a particular interest which is not addressed by any of the offerings in the English curriculum. When a student has been pursuing an idea and feels the need to do it on a more formal basis, it is possible to propose the idea for independent study. The student would seek out a member of the English faculty who would be willing and able to oversee or guide the student through a semester's activity on the subject. Specific guidelines for Independent Study in English are available in the English offices. Students interested in possible independent study should begin the process of securing a mentor and filling out the required forms before the Registrar's Office begins formal registration for the next semester. **Typically offered:** On Demand

LWP-4996 Thesis Preparation and Proposal (3 Credits). Requisite(s): Open to Juniors and Seniors. Approval of Department Chair required. This course provides students with the opportunity to read, think, write, and discuss ideas for their senior thesis with their mentor. At the end of the course, students will have a completed proposal so that they can begin writing their thesis at the start of the following semester. At some point during the semester, the student must pick a second reader for their proposal and thesis. **Typically offered:** Fall Session

LWP-4997 Senior Thesis (3 Credits). Requisite(s): LWP-4996. Under the direction of an LWP faculty mentor, students develop an independent research or creative project (thesis) based on their thesis proposal in LWP 4996 Thesis Preparation and Proposal. Students will work with their faculty mentor to finalize their project, with regular meetings required throughout the semester. **Typically offered:** On Demand

LWP-4910 Science Writing Seminar (3 Credits). Requisite(s): None. This course immerses students in a lively interdisciplinary seminar on scientific writing. Students will read scientific papers and public science communication with the intent of engaging in productive discussions and debates. There will also be experiential learning opportunities such as field trips. Students will consider such topics as artificial intelligence, diversity, ethics, and multimodality in science writing. **Typically offered:** On Demand

LWP-4999 Capstone Seminar in Science/Technical Writing (3 Credits). Requisite(s): LWP-3910. Students will work together in groups to create a multimodal science/technical writing project for a client, which could be an SFC department, campus initiative, and/or local business/nonprofit. Students will listen to client needs, create

pitches, present them to the client, and receive feedback from clients, professors, and fellow students to revise the project. **Typically offered:** On Demand

LWP-5401 Literature: Franciscan Tradition (3 Credits). Requisite(s): None. This Honors Seminar has the student think about Franciscan responses to the world: responses similar to or reinforced by the examined literature, particularly biographical vs. hagiographical elements in Francis of Assisi's life; the writings of Francis of Assisi and Clare of Assisi; writing about St. Francis and St. Clare; and an examination of their influence on society throughout history. **Typically offered:** On Demand

LWP-5402 American Nobel Laureates (3 Credits). Requisite(s): None. In this seminar, we will read, listen to, and view works of prose, poetry, and drama from American Nobel Laureates. Each student will explore the reasons why the Nobel Committee selected a particular author for this prestigious award. Students will also be expected to develop some familiarity with American culture and aesthetics through oral reports. Through course discussion, presentations, and writing, we will collectively attempt to articulate why certain American authors have been singled out for international literary and aesthetic fame and we will place these authors within a globalized aesthetic framework. **Typically offered:** On Demand

LWP-5404 Darwin and Science Writing (3 Credits). Requisite(s): None. A reading of On the Origin of Species (1859, first edition, complete text) by Charles Darwin, in the context of selections from Genesis, William Paley (Natural Theology), Jean-Baptiste Lamarck, Herbert Spencer, Thomas Malthus, Charles Lyell, Alfred Russel Wallace, and T.H. Huxley. The emphasis of the course, however, is on Darwin's work, and so we will also read a very brief selection from Darwin's The Descent of Man (1871). Students will read (in the context of the period and other writings) what Darwin and Wallace mean in saying: evolution by means of natural selection of traits and characteristics through adaptive processes. The course will focus on rhetorical devices (such as substantive and evaluative claims; ethos, pathos, and logos; enabling assumptions and addressing opposition), the elements of argument, and how one assembles evidence in making a series of claims. **Typically offered:** Spring Session

LWP-5405 Perspectives of Gender/Health (3 Credits). Requisite(s): None. This interdisciplinary course brings together psychology and literature to examine how our view of the body, head to toes, is connected to changing psychosocial and political ideals. Gender, as a specific factor of these ideals, is the underlying focus of the course readings and discussions. **Typically offered:** Spring Session

LWP-5406 Blues, Jazz, and the Harlem Renaissance (3 Credits). Requisite(s): None. An exploration of blues, jazz, and the literature of the Harlem Renaissance. In the process of developing a stronger, more critical appreciation of these art forms, students study such legendary figures as Alain Lock, WEB duBois, Langston Hughes, Zora Neal Hurston, Louis Armstrong, Bessie Smith, and Duke Ellington. Lectures are supplemented with film, slides, and recorded examples. The class will attend live jazz performances. **Typically offered:** On Demand

LWP-5407 Utopian & Dystopian Literature (3 Credits). Requisite(s): None. This seminar examines representative works of utopian and dystopian literature and considers how the conception of perfect

societies, and of the radically imperfect ones, illuminates our values and priorities as citizens of a society and as individuals. Such work also invites reflection on the achievements and failings of our own society. Among the readings are such works as More's Utopia, The Handmaid's Tail, Ecotopia, and excerpts from Genesis, Dante's Inferno, and Plato's Republic. **Typically offered:** On Demand

LWP-5408 Sem: Neurodiversity in Fiction and Film Literature (3 Credits). Requisite(s): None. This interdisciplinary honors seminar will explore neurodiversity as it is represented in literature and film, and as a force in the creation of these works. What can literature tell us about neurodiversity? And what can neurodiversity tell us about literature? This interdisciplinary course brings together creative, medical, historical, philosophical, psychological, and analytical texts in order to explore issues and ideas related to neurodiversity in the context of a range of social constructs and beliefs, including race, class, gender, sexuality, politics, success, truth, goodness, power, and (dis)ability. **Typically offered:** On Demand

LWP-5655 Women Primatologists Literature (3 Credits). Requisite(s): None. A study of work by Jane Goodall (In the Shadow of Man; Through a Window), Dian Fossey (Gorillas in the Mist), Birut Galdikas (Reflections of Eden), Shirley Strum (Almost Human), and Karen Strier (Faces in the Forest). Students will read remarkable narratives by women scientists who endured tremendous hardships and risks to engage in long-term field studies of wild chimpanzees, mountain gorillas, orangutans, olive baboons, and muriqui monkeys. While the field research in every case began as a species study, environmental and animal welfare concerns eventually took hold as well. **Typically offered:** On Demand

Management (MGT):

MGT-6001 Organization and Strategy (3 Credits). Requisite(s): None. Graduate students only. This course will provide an overview of organizational theory and business strategy in the context of modern organizations. Students will develop an understanding of organizations as dynamic, evolving systems through review and analysis of the literature, case studies, and class discussions. **Typically offered:** All Sessions

MGT-6002 Special Topics in Organizational Management (3 Credits) Requisite(s): MGT-6001. Graduate students only. This course will explore specific, identified topics in organizational management. The subject matter will be chosen by the instructor prior to registration, with the approval of the department chair. Topics may include leadership, strategic planning, project management, strategic human resources management, or other contemporary concerns in organizational management. **Typically offered:** Spring Session

MGT-6003 Organizational Development and Change Management (3 Credits). Requisite(s): MGT-6001. Graduate students only. This course will explore the issues, theories and methods associated with organizational development and change management. Topics will include organizational culture, intervention strategies, and overcoming resistance to change. Students will focus on building management skills to aid organizations in successfully adapting to uncertainty and implementing new practices. **Typically offered:** All Sessions

MGT-6100 Graduate Workshop (0 Credits). Requisite(s): None. Open to graduate students in M.S. in Management only. This course will explore contemporary topics in management and provide an opportunity for graduate students to interact with each other through a combination of lecture and group activities. Topics may include leadership, strategic planning, human resources management, business communications, or current issues in organizational management. Students must enroll in this course in each term to continue in the M.S. in Management. **Typically offered:** All Sessions

MGT-6101 Graduate Seminar in Management (0 Credits). Requisite(s): None. Open to graduate students in M.S. in Management only. This course will explore contemporary topics in management and provide an opportunity for graduate students to interact with each other through a combination of lecture and group activities. Topics may include leadership, strategic planning, human resources management, business communications, or current issues in organizational management. Students must enroll in this course in each term to continue in the M.S. in Management. **Typically offered:** All Sessions

MGT-6230 Leadership (3 Credits). Requisite(s): MGT-6001. Leaders can influence others to action towards cans, students will explore leadership theories and models while simultaneously building their own leadership capacity through self- assessment, reflection, and practice. **Typically offered:** All Sessions

MGT-6900 Research in Management (3 Credits). Requisite(s): any three graduate level credits with a minimum GPA of 3.0. Program Director approval. A supervised, guided research project for students in the M.S. in Management program. Includes participation in faculty-led activities to discuss and analyze communication, ethical, management, and organizational behavior in health care administration, digital marketing, project management, or social innovation and entrepreneurship. May be taken for two semesters (up to 6 credits). **Typically offered:** On Demand

MGT-6990 Supervised Externship (1-3 Credits). Requisite(s): None. Must be a full-time student in M.S. in Management who has completed at least 9 credits of graduate coursework with 3.0 average and department approval. A supervised and observed volunteer, internship, externship, or work experience for full-time students in the M.S. in Management program. Includes participation in faculty-led activities to discuss and analyze communication, ethical, management, and organizational behavior at host site. **Typically offered:** All Sessions

MGT-6998 Capstone Project (3 Credits). Requisite(s): Student must have completed a minimum of 27 credits in graduate level courses. Students should register for MGT-6998 in their final semester; MGT-6001 MKT-6001; IT-6001; BAN-6001; FIN-6001. Graduate students only. This course will be a culminating experience for the MS in Management program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework rather than to introduce new concepts. Working in a team, students will consult with a client to address a real business problem by preparing a business and marketing plan while addressing accounting, financial, and legal issues and technology considerations. **Typically offered:** Fall Session

Marketing (MKT):

MKT-2201 Introduction to Marketing (3 Credits). Requisite(s): BUS-1001 or ENT-1001. The purpose of this course is to introduce students to the activities and processes involved with marketing organizations, goods, and services in a global economy. This is an introductory course designed to familiarize students with the activities and strategies employed by marketers, as well as the key terms associated with the field. The student will acquire a conceptual base for understanding the role of marketing in a business environment, as the course explores the major components of the marketing mix, the 4Ps (product, pricing, place/distribution, and promotion). For promotion, the class will discuss especially social media marketing. Case studies and marketing planning will be studied so that the student gains an understanding of the critical role marketing plays in the strategy of a firm. **Typically offered:** All Sessions

MKT-2202 Travel and Economic Geography (3 Credits). Requisite(s): MKT-2201. This course provides the vital geographical information required as a successful travel and tourist manager. Comprehensive discussions of the elements of geography including population, physical landforms, climate, and cultural setting. Cartographical understanding of desirable regions and places. An in-depth examination of the relationship between geography, travel, and tourism. **Typically offered:** On Demand

MKT-2203 Introduction to Travel and Tourism (3 Credits). Requisite(s): MKT-2201. This course provides the student with a basic knowledge of travel and its various purposes: business, educational, cultural, therapeutic, recreational, and family activities. The factors affecting demand and supply are studied in detail. The course concludes with the major elements of tourism: foundations of transportation/accommodations, business, and special activities that lure people to travel. **Typically offered:** On Demand

MKT-2204 Gender and Sexuality in Marketing (3 Credits). Requisite(s): BUS-1001 or ENT-1001. This course seeks to refine students' understanding of marketing by exploring how commercial enterprises are influenced by, and influence, society's norms about gender, gender identity, sexuality, sexuality, orientation, and sexual identity. While business and marketing are often viewed as external to other domains of social life, brands and companies choose to support or confront society's understanding of gender and sexuality through their communications to consumers about product and service offerings. Topics covered include the situational analysis, strategic marketing planning, and marketing mix with an emphasis on segmenting, targeting, and promotion. Students will analyze marketing campaigns for products and services promoted to men, women, and non-gender conforming people, as well as to individuals with diverse sexual orientations and identities, in both the United States and globally. **Typically offered:** All Sessions

MKT-2440 Intro to Digital Marketing (3 Credits). Requisite(s): one DL *c*ourse. Mus have 30 credits completed. This course provides a fundamental understanding of digital marketing and ecommerce. It will provide an overview of where digital marketing is today and what trends will impact on the way we do digital marketing in the future (i.e. AI and chat bots). Then we look at the different aspects and instruments of digital marketing, including Website/ecommerce sites, search engine optimization,

search engine marketing, and social media. Throughout the class we will analyze best practices via case studies across industries, with a focus on retail and consumer products. **Typically offered:** On Demand

MKT-3304 Marketing Management (3 Credits). Requisite(s): MKT-2201. An in-depth study using the case method of markets, market planning, and marketing decisions. Students learn to evaluate products in relation to consumer demand, market segments, competitive positioning, alternate distributed channels, and relative price lining. Managerial aspects of the marketing functions are stressed. **Typically offered:** On Demand

MKT-3307 Advertising and Sales Promotion (3 Credits) Requisite(s): MKT-2201. An advanced course in contemporary advertising and sales promotion techniques used by market-oriented business firms. Students write copy; plan space, TV, and radio ads; determine budgets; and develop campaigns for media, direct marketing, and point-of-sale displays. Agency/client relationships, corporate advertising departments, trade shows, and business expositions are explored. **Typically offered:** On Demand

MKT-3309 Relationship Management (3 Credits). Requisite(s): MKT-2201. A course geared to developing personal selling abilities. A typical corporation's sales function in the marketing structure is studied to teach methods for recruitment of sales personnel, training, setting quotas, and operation of a field sales force. **Typically offered:** On Demand

MKT-3315 Public Relations (3 Credits). Requisite(s): MKT-2201. This course provides a thorough grounding in the techniques of public relations within the marketing department and throughout the entire corporation. Students learn to write media news releases, newsletters, and speeches; plan full campaigns; and handle crisis situations. Techniques and strategies of leading firms are presented through case histories. **Typically offered:** On Demand

MKT-3316 Fashion and Retail Merchandising (3 Credits). Requisite(s): MKT-2201 or BUS-1771. This course examines the contemporary retail industry with a focus on Omni channel retailing. Students will develop an understanding of the global retail marketplace and explore entrepreneurial opportunities within the retail sector. Topics include operations, planning, buying, pricing, sourcing, the product development cycle, promotions, store layout, visual merchandising, ecommerce, logistics and distribution. **Typically offered:** On Demand

MKT-3317 Consumer Behavior (3 Credits). Requisite(s): MKT-2201. This course will examine concepts, theories, and methods applicable to the study of consumer behavior. In general, the aim of this course is to gain a better understanding of consumer behavior related theories and how they contribute to effective and efficient marketing activities from the perspective of the consumer, marketer, and public policy maker. Since understanding the consumer is at the essence of marketing, this course is ideal for those pursuing careers in brand management, new product development, advertising, services, and other consumer related industries. **Typically offered:** All Sessions

MKT-3330 International Marketing (3 Credits). Requisite(s): MKT-2201. Modern marketing crosses borders with an ever-growing volume of industrial and consumer products that are exported,

imported, or manufactured by firms located in one nation for distribution in another. This course expands the principles of marketing to include planning, pricing, distributing, and promoting global products and those earmarked for sale in selected foreign markets **Typically offered:** On Demand

MKT-3370 Travel and Tourism Management (3 Credits). Requisite(s): MKT-2201. The course provides students with an opportunity to explore the relationship between marketing and the tourism industry. It will emphasize the collaborative efforts that exist between airlines, hotels, restaurants, and travel agents. Topics covered include research analysis, strategies, market segmentation, product development, packaging, services, sales, advertising, distribution, mix, etc. Students will work as part of a team that develops a marketing plan for a destination which follows the hospitality and travel marketing system model, and which will include advertising and collateral support materials. **Typically offered:** On Demand

MKT-3777 Intro to Brand Management (3 Credits) Requisite(s): MKT-2001 or ENT-2001 or BUS-2772. This course will focus on the building blocks of growing and managing a brand, as well as advanced and special topics of brand management that will provide a well-rounded look at issues in integrating the brand into overall marketing and company activities. This course provides students with insights into how profitable brand strategies can be created and the implications for brand management professionals. The class blends marketing theory and practice to provide perspective on the brand management function. **Typically offered:** On Demand

MKT-3788 Marketing Research and Analysis (3 Credits). Requisite(s): MKT-2201 or MKT-2440. One BAN course. In this course students will learn technology-based marketing research and analysis. The course begins with an introduction to product, consumer, competitive and market research. We then move on to apply various analytics tools to generate marketing insights from data in such areas as segmentation, targeting and positioning, satisfaction management, customer lifetime analysis, customer choice, text analysis and search analytics. **Typically offered:** On Demand

MKT-3881 Content Marketing for Businesses (3 Credits). Requisite(s): MKT-2201 or MKT-2440; one BAN course. In this course students will gain insights on how companies are using content marketing as part of their digital marketing strategy. They will learn how to develop a measurable content marketing strategy that can drive awareness, interest, and purchasing behavior. This includes understanding the different content types and formats and publishing channels. They will discuss how content marketing relates to search engine optimization (SEO). The class includes case study discussions, guest lectures, and group exercises. Students will work on the development of a content marketing strategy for a company and present it in class. **Typically offered:** On Demand

MKT-3888 Social Media Marketing for Businesses (3 Credits). Requisite(s): MKT-2201 or MKT-2440; one BAN course. In this course students will gain insights into how social media marketing creates new opportunities - and challenges - for businesses, associations, governments and non-profits, as part of their digital marketing strategy. They will learn how to create a social media strategy for businesses and how to measure the impact of social media on business. This includes understanding the difference between owned, earned, and paid media and selecting the right social media platforms for the customers that the

businesses serve. The class includes a deep dive into the key social media channels used by businesses today, including LinkedIn, Twitter, YouTube, Facebook, Instagram, TikTok, Snapchat, and Pinterest. The class includes case study discussions, guest lectures, and group exercises. Students will work on the development of a social media marketing strategy for a company and present it in class. **Typically offered:** On Demand

MKT-3500 Integrated Marketing Communications. Requisite(s): MKT-2201. This course explores Integrated Marketing Communications (IMC) as a strategic, consumer-centered framework for shaping brand experiences, emphasizing digital transformation, brand purpose, the consumer journey, and the value exchange. Students examine how diverse communication channels work together to elevate consumer experiences and achieve marketing objectives. Special attention is given to the role of artificial intelligence (AI) in shaping modern IMC—enhancing creativity, enabling data-driven decision-making, and delivering measurable impact. Through hands-on projects, and AI-driven applications, students develop the strategic, analytical, and creative skills needed to design and execute innovative IMC campaigns that build meaningful consumer connections. **Typically offered:** On Demand

MKT-4998 Independent Study in Tourism Development (1-3 Credits). Requisite(s): None. Program Director approval. Individual research and study on topics to be determined jointly by the student and advisor. **Typically offered:** On Demand

MKT-6001 Marketing for Managers (3 Credits). Requisite(s): None. Graduate students only. This course will provide a managerial overview of the marketing process in a contemporary, customer-driven organization. Students will explore strategy and decision-making in the context of marketing activities. The relationship between strategic planning and marketing will be explored, along with contemporary ethical issues in marketing management. Topics will include consumer behavior and decision-making; segmenting, targeting, and positioning strategies; strategic use of marketing research; and the implementation of marketing activities, using the marketing mix. **Typically offered:** All Sessions

MKT-6002 Digital Marketing (3 Credits). Requisite(s): MKT-6001. Graduate students only. This course provides a comprehensive overview of digital marketing, including an introduction to new and emerging formats and platforms, how to integrate digital approaches into the marketing plan, and how to use digital tools and tactics to execute marketing strategy. Topics will include content marketing, social media, email marketing, mobile marketing, website user experience (UX), search engine optimization (SEO), search engine marketing (SEM), paid advertising, reputation management, and emerging approaches such as artificial intelligence, personalization, and augmented and virtual reality. **Typically offered:** Summer Session

MKT-6003 Digital Brand Management (3 Credits). Requisite(s): MKT-6001. Graduate students only. This course provides an overview of the foundations of developing and managing a brand in the digital space and how to integrate the brand into the company's marketing and strategic activities. Topics will include brand awareness, brand engagement, the shift from a one-way conversation to consumers towards a two-way conversation with consumers, and the role of influencers and brand advocates. **Typically offered:** On Demand

MKT-6317 Consumer Behavior (3 Credits). Requisite(s): MKT-6001. Graduate students only. This course provides an overview of consumer behavior, including the external and internal influences on consumer decision making, the consumer buying process, and how marketers can use consumer insights to develop successful marketing activities to support company strategy. Topics will include psychological theories of personality, motivation, memory, habit, and identity and how these inform consumer decision making; sociocultural factors such as social networks, reference groups, and social demography; impulsive and deliberate purchasing; brand loyalty; experiential marketing; and product satisfaction. Prerequisites: MKT 6001 Marketing for Managers. **Typically offered:** Spring Session

MKT-6995 Independent Study in Business (1-3 Credits). Requisite(s): None. Graduate students only. Independent research and study in a topic in Business including submission of a written report. Prerequisites: graduate standing and approval of the department chairperson. **Typically offered:** On Demand

Mathematics (MAT):

MAT-1101 College Algebra Corequisite Support (2 Credits). Requisite(s): MAT-1105 (concomitantly). A course designed to reinforce and strengthen topics in algebra to improve arithmetic and algebra skills, as well as quantitative reasoning and analytical skills. It provides the foundation for the math skills that students will need to succeed in College Algebra. This course is not a stand-alone course; students will take this course together with the College Algebra course. This course is intended to allow some students to put into developmental math an opportunity to earn credit for college level math courses while providing additional time and support associated with developmental courses. **Typically offered:** All Sessions

MAT-1102 Math for Liberal Arts Corequisite Support (2 Credits). Requisite(s): MAT-1104 (concomitantly). A course designed to reinforce and improve mathematical skills, as well as quantitative reasoning and analytical skills. It provides the foundation for the math skills that students will need to succeed in Math for Liberal Arts. This course is not a stand-alone course; students will take this course together with the Math for Liberal Arts course. This course is intended to allow some students to put into developmental math an opportunity to earn credit for college level math courses while providing additional time and support associated with developmental courses. **Typically offered:** All Sessions

MAT-1103 Foundations of Mathematics (3 Credits). Requisite(s): MAT-1101 or higher. A liberal arts mathematics course for non-mathematics and non- science majors. Explores several ideas of mathematics to give the student an appreciation of the significance of mathematics. The course covers mathematical patterns and problem solving, numeration and mathematical systems, other number bases, the binary number system, modular arithmetic, the Fibonacci sequence and the Golden ration, and real numbers and their representation. **Typically offered:** All Sessions

MAT-1104 Math for Liberal Arts (4 Credits). Requisite(s): None. This course is designed for liberal arts majors who need to fulfill their math and general education requirements. The course covers an introduction to set theory, growth models, financial mathematics, probability, and statistics. The goal of this course is to help students develop into problem solvers and critical thinkers. **Typically offered:** All Sessions

MAT-1105 College Algebra (4 Credits). Requisite(s): None. A review of topics in intermediate algebra and an extended treatment of some topics such as equations, inequalities, relations and functions, including polynomial, rational, exponential, and logarithmic functions and graphs. Additional topics include solving linear systems of equations by various methods. This course is designed to illustrate several ways in which mathematics is used in the real world. We will explore some topics of general interest which are not typically taught in a formal mathematics class. The goal is for you to see not only how useful mathematics is but also how beautiful and elegant it can be. **Typically offered:** All Sessions

MAT-1107 Algebra and Trigonometry for Science Majors (4 Credits). Requisite(s): MAT-1105 or higher. A course for mathematics and science majors designed to develop and strengthen those topics in algebra and trigonometry that a student should master before taking a first standard course in calculus. Basic concepts from analytic geometry such as circles, ellipses and other conic sections. Roots of polynomials, graphs and transformations of graphs. Graphs of polynomial and rational functions. Trigonometric identities and equations. The trigonometric and inverse trigonometric functions and their graphs. Graphing calculators are optional. **Typically offered:** All Sessions

MAT-1109 Mathematics for Managerial Science I (3 Credits). Requisite(s): MAT-1105 or higher. Basic algebraic concepts such as factorization of polynomials, solving basic algebraic equations. Lines and parabolas. Maxima and minima. Exponentials and logarithms. Compound interest and other exponential models. The study of matrices and their application. Examples include inversion and the solution of systems in linear equations, linear inequalities and linear programming (graphical approach), dual problems, and economic interpretation. **Typically offered:** All Sessions

MAT-1110 Business Calculus (3 Credits). Requisite(s): MAT-1109. This course introduces the basic concepts of functional relationships, the basic skills of differentiation and integration, maxima and minima problems, and several other applications of calculus, especially models in business, exponential models, and mathematics of finance. **Typically offered:** On Demand

MAT-2202 Calculus I (4 Credits). Requisite(s): MAT-1107 or higher. Differential Calculus. Functions, including polynomials, rational and radical functions. Exponential and logarithmic functions. Trigonometric and inverse trigonometric functions. Limits, continuity, differentiation of algebraic and transcendental functions. Applications of the derivative, Fermat's Theorem, Rolle's Theorem, the Mean Value Theorem. Monotone functions, maxima and minima. Asymptotes, Convexity and Concavity and sketching graphs. L'Hôpital's rule. **Typically offered:** All Sessions

MAT-2203 Calculus II (4 Credits). Requisite(s): MAT-2202. Integral Calculus. Antiderivatives and the indefinite integral. Riemann sums and the definite integral. Properties of the integral and the

Fundamental Theorem of Calculus. The logarithm via an integral, exponential, hyperbolic and inverse hyperbolic functions. Methods of integration, including the substitution method and integration by parts. Trigonometric integral and trigonometric substitutions. Integration of rational functions and rationalizing substitutions. Applications of integration, area, length, surface area and volume. Polar coordinates. Improper integrals. **Typically offered:** All Sessions

MAT-2301 Statistics (3 Credits). Requisite(s): MAT-1104 or higher. Organization, description, and interpretation of data. Probability and probability distributions. Sampling distributions and estimation of population parameters. Testing hypotheses, linear regression, correlation analysis, and index numbers. **Typically offered:** All Sessions

MAT-2306 Introduction to Cryptography (3 Credits). Requisite(s): MAT-1107; IT-1104 or IT-1105. The course explores several facets of Cryptography: historical, mathematical, as well as technological. Basic ciphers and their attack methods are presented, including the mathematics behind. The language of programming C++ is introduced and used to implement cryptographic algorithms. The course will be held in a lab. Invited speakers who currently work in the field of Cryptography will have short conversations with the students via zoom. **Typically offered:** All Sessions

MAT-2309 College Geometry (3 Credits). Requisite(s): MAT-2202. Topics of higher Euclidean geometry and geometric constructions. Geometrical transformations and different kinds of geometries. Projective and hyperbolic geometries. **Typically offered:** On Demand

MAT-3304 Calculus III (4 Credits). Requisite(s): MAT-2203. Sequences and Series of real numbers. Vectors and vector -valued functions. Functions of several variables. Limits and continuity. The derivative, directional and partial derivatives. Chain rule. Maxima, minima, Lagrange's multipliers. Double and triple integrals, cylindrical and spherical coordinates and change of variable formula. Applications. **Typically offered:** Spring Session

MAT-3305 Calculus Workshop Using Technology (3 Credits). Requisite(s): MAT-2202 and MAT-2203. A treatment of the basic notions of calculus using computer and mathematical software programs, for example, Derive 6, Mathematica, etc. The course covers problems involving limits, derivatives, graphs, approximation of solutions. and approximation of series and integrals. Lab Fee. **Typically offered:** On Demand

MAT-3310 Vector Analysis (3 Credits). Requisite(s): MAT-3304. The algebra and calculus of vectors, scalar and vector product, coordinate systems, space geometry, vector differential operators, divergence and curl of vector fields, curvilinear coordinates, line and surface integrals. Green's theorem, Stokes' theorem, and divergence theorem. **Typically offered:** On Demand

MAT-3311 Introduction to Set Theory (3 Credits). Requisite(s): MAT-2203. The algebra of propositions and quantifiers; sets, relations, functions, equivalence relations, partial and total orders, and product sets; Cantor hypothesis, cardinal and ordinal numbers, and well-ordered sets; Axiom of Choice, Zorn's dilemma, and well ordering axiom. **Typically offered:** On Demand

MAT-3312 Linear Algebra (4 Credits). Requisite(s): MAT-2203. Systems of linear equations, vector spaces, linear independence basis and dimension; matrices and determinants, rank and nullity; eigenvalues and eigenvectors; diagonalizable matrices; linear transformations and matrices. **Typically offered:** Fall Session

MAT-3401 Differential Equations I (3 Credits). Requisite(s): MAT-2203. Methods of solving ordinary differential equations with applications. Linear differential equations of first-, second-, and higher-order applications. Systems of linear differential equations. **Typically offered:** Spring Session

MAT-3406 Theory of Numbers (3 Credits). Requisite(s): MAT-2202. An introductory course dealing with divisibility, number theorems, theory and congruences, quadratic residues, and Diophantine equations. Quadratic residues and quadratic reciprocity law. Fermat's theory, Chinese remainder theorem, Euler's theorem, and Wilson's theorem. **Typically offered:** Fall Session

MAT-4000 Topic in Advanced Mathematics: Analysis (3 Credits). Requisite(s): MAT 4404 and approval of chairperson. For students majoring in Mathematics Education, the independent study is on the history of mathematics. **Typically offered:** On Demand

MAT-4001 Special Topics in Mathematics Topics in Cryptography (3 Credits). Requisite(s): MAT 4404 Approval of chairperson required. The course explores basic types of attack; ciphers such as substitution ciphers, Hill ciphers, as well as Number Theory related problems such as congruence equations and modular exponentiation. **Typically offered:** On Demand

MAT-4402 Differential Equations II (3 Credits). Requisite(s): MAT-3401. Fourier series and Laplace transformations: applications. Series solution of differential equations. Legendre's and Bessel's equations. Partial differential equations. **Typically offered:** On Demand

MAT-4403 Advanced Calculus I (4 Credits). Requisite(s): MAT-3304. Real numbers, axiom of continuity, least upper bounds, and greatest lower bounds; open and closed sets; continuity differentiation; maxima and minima for functions of two or more variables; the method of Lagrange; implicit function theorems; and general theorems of partial differentiation. **Typically offered:** On Demand

MAT-4404 Advanced Calculus II (4 Credits). Requisite(s): MAT-4403. The theory of Riemann integration in one and many variables. Multiple integrals, Fubini's Theorem, the change of variable theorem. Improper multiple integrals. Integrals depending on a parameter, the Gamma and Beta functions. Sequences and Series of functions, uniform convergence, power series. **Typically offered:** Spring Session

MAT-4409 Modern Algebra (3 Credits). Requisite(s): MAT-3304. Sets and mappings; theory of groups, rings, and fields; homomorphisms, isomorphisms, and the first isomorphism theorem for groups and rings; the field of real/ complex numbers. Polynomials. **Typically offered:** Spring Session

MAT-4410 Functions of a Complex Variable (3 Credits). Requisite(s): MAT-3304 Complex numbers and the topology of the complex plane; analytic and elementary functions, contour integrals, conformal

mappings, power series, Laurent series, Cauchy-Riemann partial differential equations; Cauchy-Goursat theorem. **Typically offered:** On Demand

MAT-4411 Introduction to Real Analysis (3 Credits). Requisite(s): MAT-4404. Families of sets, countable and uncountable sets, metric spaces, the space of continuous functions on a compact set, the Stone-Weierstrass theorem, measure and measurable functions, the Lebesgue Integral, and dominated and monotone convergence theorem, Lp Spaces. **Typically offered:** On Demand

MAT-4413 Advanced Linear Algebra (3 Credits). Requisite(s): MAT-3312. Advanced course in linear algebra examining linear transformations and matrices, the characteristics and minimal polynomials, Caley-Hamilton theorem, diagonalization, unitary spaces, self-adjoint, normal matrices and the spectral theorem, Jordan canonical form, and quadratic form. **Typically offered:** On Demand

MAT-4414 General Topology (3 Credits). Requisite(s): MAT-4403. Set-theoretic preliminaries, metric spaces, topological spaces, continuity and homomorphism, compactness and connectedness, separation axioms, complete metric spaces, and covering spaces. **Typically offered:** On Demand

MAT-4415 Probability Theory (3 Credits). Requisite(s): MAT-3304. Discrete and continuous random variables and their probability distributions. Mathematical expectation and moments. Chebyshev's Theorem, the Bernoulli, Poisson, Geometric, and Hypergeometric distributions; the Uniform, Exponential, Gamma, Chi-Square, and Normal distribution. Multivariate probability distributions. Functions of random variables. Central Limit theorems. **Typically offered:** On Demand

MAT-4416 Mathematical Statistics II (3 Credits). Requisite(s): MAT-4415. Sampling distributions, methods of estimation and hypothesis, linear regression, and the method of least squares. Correlation and analysis of variance. Elements of decision theory, statistical games, and nonparametric tests. **Typically offered:** On Demand

MAT-4418 Senior Seminar (3 Credits) Requisite(s): MAT-3304; MAT-2203. Advanced problem-solving seminar for students interested in taking the GRE subject mathematics Exam for graduate studies or in taking the Examination given by the Society of Actuaries. According to the needs of the students, this seminar covers material from calculus, differential equations, complex variables and advanced calculus, or number theory, modern algebra and linear algebra or calculus, probability theory and mathematical statistics. **Typically offered:** Spring Session

MAT-4990 Math Internship (1-3 Credits). Requisite(s): None. Students find internships through their own initiative, the Career Development Office, and occasionally through Faculty. Placements depend on the availability of suitable positions and must amount to a minimum of 45 hours for 1 credit, 90 hours for 2 credits, and 135 hours for 3 credits. The faculty internship coordinator, along with the site placement supervisor, will guide and evaluate the quality of the work. Internships must relate to mid or upper-level mathematics or applied mathematics and will provide the student with an opportunity to apply their math skills. Requires approval of the departmental chairperson. **Typically offered:** Fall and Spring Sessions

MAT-4995 Independent Study in Mathematics (1-5 Credits). Requisite(s): None. Senior Standing and Departmental approval. Independent study under the direction of a faculty member in the mathematics department. For students majoring in Mathematics Education, the independent study is on the history of mathematics. **Typically offered:** On Demand

MAT-5400 The Infinite (3 Credits). Requisite(s): None. Cross-listed with: PHI-5402. The infinite is a rich and dynamic notion situated at the crossroads of several fields of study and reflection. This team-taught interdisciplinary seminar approaches the infinite from two distinct perspectives: that of philosophy, and that of mathematics. **Typically offered:** On Demand

Nursing (NUR):

NUR-2221 Introduction to Nursing Therapeutic Skills (3 Credits). Requisite(s): NUR-3001; NUR-3501. Offered in the first semester of the nursing sequence, this course introduces the student to the foundations of nursing practice at the baccalaureate level. Through the didactic portion of the course, students are introduced to the nursing process, theoretical bases for nursing practice, and selected nursing skills essential to the practice of nursing including therapeutic communication, psychomotor skills and an intensive skills lab aimed at preparing the beginning nursing student to focus on the basic human needs hypothesized in Maslow's Human Needs Theory. The theoretical and evidence-based underpinnings of selected basic nursing skills are taught. Focus is on the individual as a biopsychosocial, cultural and spiritual being. Laboratory and observational experiences provide students with opportunities to practice basic nursing skills to prepare them for performance in the clinical setting. Course fee. **Typically offered:** Spring Session

NUR-3001 Nursing Informatics (3 Credits). Requisite(s): NUR-2221; NUR-3501. Offered in the first semester of the nursing sequence. This course introduces nursing informatics as an integration of nursing, technology, evidence-based practice, and health informatics for the support of nursing practice. It supports the effective utilization of technology and its applications throughout all aspects of health care delivery. The course complies with the competencies defined in Essential IV: Information Management and Application of Patient Care Technology (AACN Baccalaureate Essentials (2008). **Typically offered:** Spring Session

NUR-3010 NCLEX Readiness and Academic Success Junior Fall (0 Credits). Requisite(s): None. Admission into Nursing Program required. This required zero credit tutoring course supports nursing students' academic progression and NCLEX readiness through structured reinforcement, tutoring sessions, and NCLEX style practice aligned with coursework. **Typically offered:** Fall Session

NUR-3011 NCLEX Readiness and Academic Success Junior Spring (0 Credits). Requisite(s): None. Admission into Nursing Program required. This required zero credit tutoring course supports nursing students' academic progression and NCLEX readiness through structured reinforcement, tutoring sessions, and NCLEX style practice aligned with coursework. **Typically offered:** Spring Session

NUR-3012 NCLEX Readiness and Academic Success Senior Fall (0 Credits). Requisite(s): None. Admission into Nursing Program required. This required zero credit tutoring course supports nursing students' academic progression and NCLEX readiness through structured reinforcement, tutoring sessions, and NCLEX style practice aligned with coursework. **Typically offered:** Fall Session

NUR-3013 NCLEX Readiness and Academic Success Senior Spring (0 Credits). Requisite(s): None. Admission into Nursing Program required. This required zero credit tutoring course supports nursing students' academic progression and NCLEX readiness through structured reinforcement, tutoring sessions, and NCLEX style practice aligned with coursework. **Typically offered:** Spring Session

NUR-3311 Introduction to Geriatric Nursing (3 Credits). Requisite(s): None. This course provides the student nurse with a conceptual foundation for gerontological nursing practice within health care settings and in the community. The course content is consistent with the baccalaureate competencies recommended by AACN and the John A Hartford Foundation Institute for Geriatric Nursing, ensuring that students will acquire the knowledge and skills required to provide high quality care to older adults and their families. **Typically offered:** Fall Session

NUR-3321 Physical Assessment (4 Credits). Requisite(s): NUR-3321; NUR-3321L. This course is an introduction to physical assessment with an emphasis on the review of systems that include physical examination and history taking. Course fee. **Typically offered:** On Demand

NUR-3323 Physical Assessment (4 Credits). Requisite(s): NUR-2221, NUR-2221L, NUR-3001, NUR-3501. Offered in the first semester of the nursing sequence, this course is an introduction to physical assessment with an emphasis on the review of systems that includes physical examination and history taking. Course fee. **Typically offered:** Spring Session

NUR-3333 Theoretical Basis of Nursing Practice (4 Credits). Requisite(s): None. The course focuses on the development of a more conceptual and holistic approach to the practice of nursing. This course describes the philosophies, conceptual models, and theories of nursing. Students will view nursing practice case studies through the lens of different conceptual models. **Typically offered:** On Demand

NUR-3334 Nursing Care of the Adult-Lecture (5 Credits). Requisite(s): NUR-3335; NUR-3336; NUR-3450. This course, as the first clinical nursing course in the sequence, focuses on the nursing management of adults experiencing acute health problems related to bodily systems. Emphasis is placed on the impact of illness on the physical, emotional, social aspects of caring for the patient and their family. Using the nursing process as the framework for the presentation of course content, the student will practice nursing care that is based on the AACN Baccalaureate Essentials (2009) and is within the ANA Scope and Standards of Nursing Practice (2015). The student will study the physiological and psychological care needs of patients with common healthcare problems. Students will be provided with the concepts and skills required in expanding their utilization of the nursing process in promotion, maintenance and restoration of adult health patients found in a variety of care settings. The use of technology in the provision, documentation and evaluation of care will be integrated into the provision of care.

Consideration of applicable theories, including nursing theories, genomics, and healthcare issues will be discussed within the context of the care provided. **Typically offered:** Fall Session

NUR-3335 Nursing Care of the Adult-Clinical (3 Credits). Requisite(s): NUR-3334; NUR-3336 and NUR-3450. This course, as the first clinical nursing course in the sequence, focuses on the nursing management of adults experiencing acute health problems related to bodily systems. Students will spend 8 hours per week in a clinical facility such as a hospital or nursing home caring for clients with acute and chronic health problems requiring hospitalization for medical and nursing care. Emphasis is placed on the impact of illness on the physical, emotional, social aspects of caring for the patient and their family. Students will apply the knowledge from the lecture courses NUR 3334 and NUR3336 to the clinical settings of this course. Clinical settings include opportunities for care of patients with medical and psychiatric diagnoses such as the Veterans Administration and New York City Health and Hospitals Corporation facilities. Using the nursing process as the framework for the presentation of course content, the student will practice nursing care that is based on the AACN Baccalaureate Essentials (2009) and is within the ANA Scope and Standards of Nursing Practice (2015). The student will study the physiological and psychological care needs of patients with common healthcare problems. Students will be provided with the concepts and skills required in expanding their utilization of the nursing process in promotion, maintenance and restoration of adult health patients found in a variety of care settings. The use of technology in the provision, documentation and evaluation of care will be integrated into the provision of care. Consideration of applicable theories, including nursing theories, genomics, and healthcare issues will be discussed within the context of the care provided. Course fee. **Typically offered:** On Demand

NUR-3336 Nursing Pathophysiology (3 Credits). Requisite(s): NUR-3334; NUR-3335; NUR-3450. This course is intended to develop a stronger understanding of the biological disruptions that are pathobiological and their influence on individuals. This course explores human responses to disruption in selected functional health patterns which threaten the individual's level of wellness. The focus is on the application of pathophysiological concepts in clinical nursing practice across the lifespan. **Typically offered:** Fall Session

NUR-3423 Leadership and Management (3 Credits). Requisite(s): None. The difference between leadership and management is explored within the context of the changing health care environment. Emphasis is placed on leadership and management theory within the managed care environment. Open to non-majors. **Typically offered:** Spring Session

NUR-3450 Nursing Pharmacology (3 Credits). Requisite(s): NUR 2221*;* NUR 2221L*;* NUR 3001*;* NUR 3323*;* NUR 3323L*;* NUR 3501. This course provides the prelicensure Professional Registered Nurse student with an introduction to nursing pharmacology that integrates the concepts of physiology, pathophysiology, chemistry, and nursing fundamentals to build a foundation for administering drug therapy to patients. Lifespan considerations, evidence for best practice, patient safety (Quality and Safety Education for Nurses [QSEN]), and critical thinking (AACN 2022 Baccalaureate Core

Competencies for Professional Nursing Education) are integrated throughout the course. **Typically offered:** Fall Session

NUR-3501 Nursing Seminar I (1 Credit). Requisite(s): NUR-2221*;* NUR-2221L*;* NUR-3001*;* NUR-3323. Offered in the first semester of the nursing sequence, this is an examination of what it is like to be a nurse in the 21st century with special emphasis on those nurses who have become leaders. The course discusses the roles that nurses might assume in the new millennium. **Typically offered:** Spring Session

NUR-4001 Nursing Theory, Role Development in Quality Care and Innovation (3 Credits). Requisite(s): corequisites: NUR 3323, NUR 3323L, Nur 2221, NUR 2221L, Nur 3450. This course delves into the history of nursing and examines theories of role development, professional behaviors, and clinical judgment. Students will be introduced to the American Association of Colleges of Nursing Essentials, New York Board of Nursing Regulations, Healthy People 2030 Objectives, and Quality and Safety Education in Nursing and Patient Safety. The roles of designer of care, provider of care, manager of care, and member of the profession will be explored within the broader health care system. **Typically offered:** On Demand

NUR-4002 Health Literacy & Informatics (3 Credits). Requisite(s): NUR 3323; NUR 2221; NUR 3450; Co-requisites: NUR 3334, NUR 3335, NUR 4446, NUR 4446C; NUR 4600. Students will learn the importance of integrating technology into health care. Informatics, telehealth and simulation technology will be explored. Students will explore the importance and consideration of culture, diversity and linguistic issues for health providers. Patient, Family and Community Education introduces the principles and theories of teaching and learning with a health context. Through a variety of activities students learn how to assess the teaching-learning environment, develop a teaching plan, apply specific teaching strategies and evaluate the effectiveness of teaching. Students apply teaching and learning concepts, theories and principles through the completion of a teaching project. Critical assessment of teaching resources is also a component of this course. **Typically offered:** On Demand

NUR-4323 Professional Nursing Bridge (Clinical) (4 Credits). Requisite(s): NUR-3321; NUR-4324; NUR-3322 This is the clinical component of NUR-4324. Students spend one day per week in a learning environment that facilitates the integration and synthesis of old and new knowledge and attitudes. Course fee. **Typically offered:** On Demand

NUR-4324 Professional Nursing Bridge (Lecture) (3 Credits). Requisite(s): NUR-4323. This course is designed to help the AD or diploma nurse build previously acquired knowledge to develop a more conceptual approach to the practice of nursing. The course expands the knowledge base of the RN by presenting new material. **Typically offered:** On Demand

NUR-4421 Community/Public Health (Clinical) (4 Credits). Requisite(s): NUR-4323; NUR-4422; NUR-4324. This is the clinical component of NUR-422. Students spend one day per week in a learning environment that assists them in developing an understanding of the role that health policy plays in prevention, environmental health, and the care of special risk groups. Course fee. **Typically offered:** On Demand

NUR-4422 Community/Public Health - Lecture (3 Credits). Requisite(s): NUR-4421; NUR-4323; NUR-4324. Introduction to the epidemiological model and the principles of epidemiological investigation as tools for analyzing health needs. Prevention, environmental health, and the needs of special risk groups are addressed within the context of health policy. **Typically offered:** On Demand

NUR-4423 Community Health Nursing - Clinical (4 Credits). Requisite(s): NUR-4447; NUR-4424; NUR-4448; NUR 4424 (concomitantly). This is the fourth clinical nursing course in the sequence and will focus on the patient and the family within the community. Students will apply knowledge from the lecture courses in a clinical setting and will be provided with the concepts and skills required in expanding the utilization of the nursing process within the community at large. For BS-RN majors only. Course fee. **Typically offered:** Fall Session

NUR-4424 Community Health Nursing - Lecture (3 Credits). Requisite(s): NUR-4423; NUR-4447; NUR-4448; NUR 4423 (concomitantly). Emphasis is placed on the impact of the physical, emotional, and social aspects of caring for patients and their families within the community setting. Students will be provided with the concepts and skills required in expanding the utilization of the nursing process as applied to the community. For BS-RN majors only. **Typically offered:** Fall Session

NUR-4440 Critical Care Medical Surgical Nursing - Lecture (4 Credits). Requisite(s): NUR-4423; NUR-4449; NUR-4424. This course is given in the final semester of the clinical sequence (graduating seniors) and is a preparatory course for entry into nursing practice. Students are prepared for state licensure examinations. This course focuses on the synthesis and knowledge required to care for clients with complex multi-system health issues. The nursing process is used to integrate the nutritional, sexual, physiological, psychosocial, rehabilitative, and spiritual needs of clients. The course focuses on the most common disorders and technologies encountered by a critical care nurse today, including the pathophysiological basis for illness and the strategies the critical care nurse uses in assessing and managing patients. This course contains information about important psychosocial concepts, legal and ethical issues, history and physical examinations, key laboratory and diagnostic tests, as well as key nursing interventions used in critical care to assist students in providing competent and compassionate care to critically ill patients needing complex medical and surgical interventions. The use of technology in the provision, documentation and evaluation of care will be integrated into the course. Using the nursing process as the framework for the presentation of course content, the student will practice nursing care that is based on the AACN Baccalaureate Essentials (2009) and is within the ANA Scope and Standards of Nursing Practice (2015). **Typically offered:** Spring Session

NUR-4444 End of Life Care (3 Credits). Requisite(s): None. This course will address the myriads of needs facing individuals and their families at the end of life. Emphasis will be put on the importance of the role of the nurse as advocate, acknowledging the family as a unit, the importance of culture as an influence at the end of life and the essential need of interdisciplinary collaboration for quality care at the end of life. This course will also address the challenging aspects of grief, loss and bereavement of patients and families as well as the loss experience of health care professionals. **Typically offered:** Spring Session

NUR-4446 Psychiatric Nursing – Lecture (3 Credits). Requisite(s): NUR-4446C; NUR-3334; NUR-3335; NUR-3336. This course focuses on promotion, maintenance, and restoration of the behavioral health of individuals and families. The course is based on the biopsychosocial model of psychiatric nursing, and addresses the mental health promotion, assessment, and interventions in adults, families, children, adolescents, and older adults. The course focuses on the inter-relationship of the biologic, psychologic, and social domains of mental health and illness. Emphasis is placed on communication and therapeutic nursing interventions with clients. Students will build upon their therapeutic communication, critical thinking and nursing process skills to be used with clients in inpatient and outpatient mental health settings. Course fee. **Typically offered:** Spring Session

NUR-4446C Psychiatric Nursing - Clinical (2 Credits). Requisite(s): NUR-4446. Required clinical portion of Psychiatric Nursing. **Typically offered:** Spring Session

NUR-4447 Nursing Care of Child & Family - Clinical (3 Credits). Requisite(s): NUR-3334*;* NUR-3335*;* NUR-3336. This course focuses on nursing management of children and their families. Students will spend 8 hours per week in a clinical facility such as a hospital or clinic caring for children and their families. Students will apply the knowledge from the lecture courses NUR 4448 to the clinical settings of this course. Clinical settings include opportunities for cane of pediatric and obstetrical patients at such settings as the New York City Health and Hospitals Corporation and other facilities located in the five boroughs of New York City. Using the nursing process as the framework for the presentation of course content, the student will practice nursing care that is based on the AACN Baccalaureate Essentials (2009) and is within the ANA Scope and Standards of Nursing Practice (2015). Course fee. **Typically offered:** Spring Session

NUR-4448 Nursing Care of Child & Family - Lecture (4 Credits). Requisite(s): NUR-4447; NUR-3334; NUR-3335; NUR-3336. This course focuses on nursing management of children and their families. Emphasis is on the growth and developmental tasks as well as health and illness of children from infancy to adolescence. Consideration is also given to theories underlying the delivery of nursing care including Maslow, Piaget, and relevant nursing theorists such as Leininger and Rogers. Using the Nursing Process, students provide nursing care to children and their families in a variety of inpatient and community settings. Technology is used to provide and document nursing care in each setting. Students learn about the management of children and their families in various clinical settings such as clinics, hospitals, shelters, schools, day care, and in the home. Students learn how to care for the pregnant and post-partum women, the neonate, the growing child, adolescent and adult, Students must take the lecture and clinical courses together and successfully complete both courses to progress. **Typically offered:** Spring Session

NUR-4449 Critical Care Medical Surgical Nursing - Clinical (4 Credits). Requisite(s): NUR-4423; NUR-4440; NUR-4424. This course is given in the final semester of the clinical sequence (graduating seniors) and is a preparatory course for entry into nursing practice. Students are prepared for state licensure examinations. This course, as the final clinical nursing course in the sequence, focuses on the nursing management of Medical-Surgical patients with complex multisystem health needs in the acute care hospital setting. Students will spend 8 hours per week in an acute care clinical facility

caring for patients with complex care needs. Completion of this course satisfies the comprehensive exam or project requirement for graduation. Course fee. **Typically offered:** Spring Session

NUR-4502 Nursing Seminar II (1 Credit). Requisite(s): None. This course assists the nurse in preparing for professional nursing practice by integrating the practice, education, research, and health policy interests of the nurse. **Typically offered:** Spring Session

NUR-4600 Nursing Research (3 Credits). Requisite(s): MAT-2301. An introductory course in the research process. The course focuses on the professional nurse as research consumer. Critical appraisal skills are developed as a basis for evaluating research studies and their application to clinical practice. Learning activities are designed to facilitate the students' understanding of nursing research, the research utilization process and professional role development. This course counts for Nursing student's honors requirement. **Typically offered:** Spring Session

NUR-4995 Independent Study in Nursing (1-3 Credits) Requisite(s): Departmental approval required Individual research in an approved area. Library research, conferences, reports, or special projects. Approval of the department Chairperson is required. **Typically offered:** On Demand

Philosophy (PHI):

PHI-1101 Basic Problems in Philosophy (3 Credits). Requisite(s): None. An examination at a strictly introductory level of the character of philosophical questioning. Instances chosen for treatment are from the several areas of philosophy such as ethics, epistemology and metaphysics, and they are studied in the context of brief selections from the writings of philosophers from antiquity to the present. **Typically offered:** All Sessions

PHI-1114 Logic and Argumentation (3 Credits). Requisite(s): None. An introduction to logic and critical thinking. Emphasis is on the identification of arguments and the assessment of their validity. The course includes the analysis of terms, propositions, arguments and their linguistic contexts; common fallacies; the structure of deductive and inductive arguments. **Typically offered:** All Sessions

PHI-2201 Human Nature (3 Credits) Requisite(s): one course in PHI. Do human beings have a fundamental nature? Do our environments and embodiments shape our nature, or is it inherent-or both? To answer these and related questions, we investigate such fundamental philosophical issues as death and immortality, mind and body, perception and conception, reason and emotion, and freedom and determinism as they appear in writings of philosophers from antiquity to the present. **Typically offered:** All Sessions

PHI-2203 Theories of Knowledge (3 Credits). Requisite(s): one course in PHI. We think we know what it means to know until someone asks us to explain it ourselves. This course pursues a clearer understanding of personal operations and wider social contexts that compose human knowing. It inquiries into the nature of knowledge by means of an examination of such explanations of knowledge as empiricism, idealism, skepticism, pragmatism, and various realisms, and an examination of ourselves as specimens, as

knowers and as people in pursuit of new knowledge. Readings of philosophers from antiquity to the present. **Typically offered:** All Sessions

PHI-2204 Utilitarianism (3 Credits). Requisite(s): one course in PHI. Utilitarianism, the view that goods are worth pursuing when they benefit a majority, is an important moral theory. It continues to influence economics, business, government, law, criminal justice and medical ethics. This course examines the basic issues of utilitarian thought by studying the origins and development of the core utilitarian principles from ancient Greek philosophy in the ethical theory of Epicurus to later formulations in works by David Hume, Jeremy Bentham, and John Stuart Mill. **Typically offered:** All Sessions

PHI-2205 Happiness and Pleasure (3 Credits). Requisite(s): one course in PHI. In the search for happiness, how important is pleasure? Can happiness be explained solely in terms of pleasure? Is happiness fundamental or an intrinsic good? Ought we pursue or avoid pleasure? This course examines different answers to these questions developed by philosophers from antiquity to today, with a focus on how much importance or priority to accord pleasure. **Typically offered:** All Sessions

PHI-2210 Descartes (3 Credits). Requisite(s): one course in PHI. This intensive intermediate-level course aims to acquaint the student with the thought of Ren? Descartes. Many regard him as the founder of modern philosophy, a towering figure in the history of metaphysics. The basis of the course will be a careful reading of Descartes's major works. Through these readings, students will examine key philosophical notions or themes including skepticism, truth, God, the self, the infinite, mind and body. **Typically offered:** All Sessions

PHI-2211 Existentialism (3 Credits). Requisite(s): one course in PHI. This course serves as an introduction to the most widely known contemporary Western philosophical movement. We examine different approaches to its major themes of human existence (such as authenticity, absurdity, freedom, responsibility, nothingness, or the possibility of a meaningful life) by key authors Camus, de Beauvoir, and Sartre, and perhaps also Kierkegaard, Nietzsche, Dostoevsky, or others. We may also examine its treatments of social issues such as anti-black racism or the construction of gender, and its impact in other areas of culture such as literature, jazz, and film. **Typically offered:** All Sessions

PHI-2212 Latin American Philosophy (3 Credits). Requisite(s): one course in PHI. This course introduces students to Latin American Philosophy from the 19th Century to the present. Accordingly, it addresses the history of philosophy in Latin America, Latin American culture, identity theory, political philosophy and literature. What does it mean to be Latin American, and is there such a thing as Latin American philosophy? Is there a Latino identity? What implications do our answers to such questions have for other urgent questions about cultural, ethnic, racial and gender identities? **Typically offered:** Fall Session

PHI-2227 Theory of Being (3 Credits). Requisite(s): PHI-1101 or PHI-1114. This course is a systematic study of basic reality. What is real, and what is reality? These and other related questions about the meaning of being in general serve as our starting points. Readings may draw from pre-Socratic authorities on the basic ingredients or building blocks of existence through Immanuel Kant's account of the limits

of our rational capacities and competencies and, from there, into contemporary scholarship too. Topics include the nature of entities, finitude, space, time, the universe, God, and the place of human being and doing among these. **Typically offered:** All Sessions

PHI-2310 American Philosophy (3 Credits) Requisite(s): one course in PHI; AMS-1001 for students pursuing AMS minor. American philosophy consists of various movements and sentiments; what might unify them is their being influenced by and impactful on a variety of other areas in society and culture, such as human rights activism, science, literature, politics, education, psychology, and environmentalism. This course surveys a representation of its innovative contributions, which may include works by Jonathan Edwards, Thomas Paine, the Grimke? sisters, the authors of The Federalist Papers, Ralph Waldo Emerson, Henry David Thoreau, Frederick Douglass, Charles Sanders Peirce, William James, Charlotte Perkins Gilman, Anna Julia Cooper, W.E.B. Du Bois, John Dewey, Alain Locke, Angela Davis, or others. Attention will be paid to authors' wider contexts, whether Puritanism, pragmatism, or otherwise. **Typically offered:** All Sessions

PHI-2316 Art and Aesthetics (3 Credits). Requisite(s): one course in PHI. This course examines the nature of art and the character of our aesthetic experiences. It deals with such issues as: the concept of beauty; the role of art in society; censorship, propaganda, and advertising; imagination; taste; art as imitation, representation, or expression; the relation of art to knowledge, freedom, or truth; symbol and metaphor; emotional responses to art; artistic process and creative expression; aesthetic experiences outside of artistic ones. We engage with a wide variety of historical and contemporary philosophical texts as well as artwork and other aesthetic experiences. **Typically offered:** On Demand

PHI-2341 Authority and Law (3 Credits). Requisite(s): one course in PHI. Must we obey the law? Why or why not? This intermediate course in legal philosophy focuses on the related concepts of authority and law through a study of different explanations of what law is, especially addressing the relations of law to justice and morality. Augustine contends that an unjust law is no law at all, and assuming he is right, today we continue to revise or overturn many legal statutes. But why is there law in the first place? What good is it, given its deeply ambivalent track record for repressing and promoting human virtue? Clean air, healthy food, fair wages and taxes, public safety and the protection of basic rights all depend on a carefully organized legal system. But can we justify punishment for those who break the law? And what legal challenges do mass incarceration and the war on terror pose to a democracy? This course will also identify arguments put forward by groups, such as anarchists, pirates and terrorists, who rebuke some or all legal authority, and who thus see themselves to be acting somehow outside it. **Typically offered:** Fall Session

PHI-2342 Business Ethics (3 Credits). Requisite(s): one course in PHI. An introduction to the philosophical questions and theories associated with business ethics, with discussions based on the study of sample actual business cases. Topics include applying moral philosophy to business ethics, social responsibility, organizational culture and ethical decision-making, development of an effective ethics program and business ethics in a global economy. **Typically offered:** On Demand

PHI-2343 Philosophy of Sport (3 Credits). Requisite(s): one course in PHI. This course will examine the history and theory of sport, and athletic excellence, through the lens of philosophical texts, selections

from world literature, and scholarly articles from the fields of cultural studies. By reading, and analyzing such works, it is to be hoped that students will come to understand the important features of the history, theory, and social relevance of sport and athletics. **Typically offered:** All Sessions

PHI-2344 Philosophy and the Natural World (3 Credits). **Requisite(s):** PHI-1101 or PHI-1114. Scientists have begun to refer to our current geological age as the Anthropocene to denote the degree to which human life now dominates the planet. They draw from climate technology, geology, hydrology, ecology and other earth systems to make their case. This course introduces students to the study of nature. In antiquity nature was understood to be the internal principle of an entity as it moves, grows and dies. Modern figures dreamed of mastering nature. Today's conservationists and ecological theorists often speak of nature. What is nature, and what is our relation to it? What are our moral responsibilities to the natural world? For our planet and our species to survive future challenges, we must rehabilitate our relation to nature at a very basic level. Accordingly, this interdisciplinary course examines themes of emergence, environmental responsibility, stewardship for the natural world, and themes of devastation, extinction and collapse. **Typically offered:** All Sessions

PHI-2403 The Good Life (3 Credits). Requisite(s): one course in PHI. Moral reasoning is a function of education more than training. We all must make up our minds about what is good and what is worth doing. This course focuses on theory and practice as it examines the basic questions of moral philosophy and the positions taken up in response to them with particular attention to the question of the relationship between a given ethic and its corresponding conceptions of humankind and reality. Readings draw from philosophers from antiquity to the present. **Typically offered:** All Sessions

PHI-2404 Political Philosophy (3 Credits). Requisite(s): one course in PHI. Aristotle says we are political animals by nature. But it is not obvious what he means with this designation. What does it mean to be political, especially today, when so many presume politics obstructs the good? Does the meaning of the political change, and if so, why? Beginning with Plato and Aristotle, this course surveys the fundamental concepts of political philosophy by way of their origin, history and contemporary relevance. Topics include authority, justice, freedom, violence and the state. **Typically offered:** All Sessions

PHI-2431 Ancient Greek Philosophy (3 Credits). Requisite(s): one course in PHI. The major figures and issues in classical philosophy from the Pre- Socratics to the Hellenistic schools, with particular emphasis on Plato and Aristotle. Analysis of representative texts. **Typically offered:** Fall Session

PHI-2441 Early Modern Philosophy (3 Credits). Requisite(s): one course in PHI. This intermediate course guides students through the contentious history, key concepts and influential personalities of modern European philosophy. Its focus is the 17th- and 18th-century texts of the period, especially the rationalisms of Descartes and Spinoza and the empiricisms of Hume and Locke. Attention will be devoted to questions about mind, reality and the foundations of science. **Typically offered:** All Sessions

PHI-2502 Medical Ethics (3 Credits). Requisite(s): one course in PHI (PHI 1101 or PHI 1114 strongly recommended). This course studies moral issues in the health professions with special attention to practitioners and patients. Some of these issues are recent, such as those surrounding pharmaceutical use

and abuse, organ transplantation, gene therapies, and other issues surrounding emerging technologies. Other topics are more enduring and include meta-ethical accounts of personhood, animal and human experimentation, the doctor- patient relationship, informed consent, euthanasia, and, more broadly, careful decision-making in the context of medicine and health care. **Typically offered:** All Sessions

PHI-3308 Introduction to Jewish Thought (3 Credits). Requisite(s): one course in PHI. Western tradition can be viewed as the encounter of two seemingly irreconcilable ways of understanding the world, whether by philosophy, or by faith. The former relies on the autonomous exercise of the speculative mind; the latter trust revelation as the ultimate source of authority and truth. This course examines the Jewish philosophical tradition considering philosophy and faith and explores whether the two are indeed irreconcilable. **Typically offered:** On Demand

PHI-3312 Gender and Philosophy (3 Credits). Requisite(s): one course in PHI (2000-level recommended) or ENG-2150 or WGS-2001 or COM-2030. Gender is an important aspect of our personal lives, social experiences, cultural norms, and political issues. This course offers and critically examines a variety of philosophical perspectives on gender, including feminist theory and how gender intersects with race, class, age, ability, sex, and sexuality. Issues concerning self-identity, gender expression, representation in film and other media, oppression, privilege, justice, the patriarchal and heteronormative structures of society, and the roles of women and gender in philosophy itself may be explored in some historical but mainly contemporary texts. **Typically offered:** On Demand

PHI-3315 Meaning of History (3 Credits). Requisite(s): one course in PHI (2000 level recommended). History may often appear to be a series of accidents. The decisions made by some in the past make the present unsustainable and the human future unlikely. But is it possible to understand history as an intelligible process, or as a narrative? Is the process cyclical or directional? How does historicism, the idea that things are consequences of their development, challenge our expectations about realism? Is history, when understood as anything more than sound and fury signifying nothing, just another myth? This course examines philosophical accounts of history from antiquity to today. **Typically offered:** On Demand

PHI-3316 Philosophy of Art (3 Credits). Requisite(s): one course in PHI. The course examines the nature of art and the character of our experience of art. It deals with such issues as the concept of beauty, imagination and taste; the roles of imitation, representation and expression; style; the relation of works of art to knowledge and truth; the meaning of symbol and metaphor; the nature of narrative and genre; the philosophical status of works of art; the emotional responses to art. The course concentrates on the texts of selected major figures in the history of philosophy from Plato to Hans Urs von Balthasar. **Typically offered:** On Demand

PHI-3317 Renaissance Philosophy (3 Credits). Requisite(s): one course in PHI (2000 level recommended). Renaissance philosophy is neither the tail end of Medieval philosophy nor the first chapter of Modern Philosophy. It is not merely a transitional period, but a philosophical period, covering essentially the 15th and 16th centuries in Europe. It possesses an inner consistency, connected with other aspects of Renaissance culture and occupying a unique place in the general history of Western philosophy. This upper-level course will examine the key figures, trends and themes of Renaissance

philosophy in the areas of metaphysics, natural philosophy, epistemology, philosophical psychology, moral philosophy and political philosophy. Special emphasis will be placed on Renaissance Platonism and Neoplatonism, which has produced some of the greatest figures in the history of philosophy. The role of humanism in the development of Renaissance philosophy, and the expression of philosophical concepts in poetry and art during the Renaissance, will also be examined. **Typically offered:** On Demand

PHI-3318 19th-Century Philosophy (3 Credits). Requisite(s): one PHI course (2000 level recommended). The rich period in Western philosophy that begins with the intellectual revolution started by Kant offers us such seminal and diverse thinkers as Hegel, Marx, Schopenhauer, and Nietzsche, just to name a few. The focus will be on idealisms and reactions to them, for example from materialist, pessimist, and romantic perspectives, among others. Issues concerning the nature of reason, knowledge, self, and freedom, and their relationships to social formations and to nature will be examined. Problems in logic, ethics, and aesthetics and topics in religion, politics, history, and economics may also arise in these examinations. **Typically offered:** All Sessions

PHI-3319 Philosophy and Literature (3 Credits). Requisite(s): one PHI course (2000 level recommended). Are literature and philosophy rivals in asking big questions or seeking a deeper truth? If so, is one better at these pursuits? If not, what sort of relationship should they have? This course explores various conversations between literature and philosophy, such as philosophy's suspicion of art and literature's supposed disdain of philosophy. It may focus on philosophy of literature, philosophical theories as they appear in literature, or both. We critically engage diverse perspectives on issues in ethics, aesthetics, and metaphysics. Topics covered may include imagination, authorship, appropriation, genre, truth, fiction, intention, meaning, emotion, freedom, morality, or human nature. Philosophy and literature will mutually illuminate each other as new insights on works of literature are gained through philosophy, and as literary imagination complements the rigor of philosophical thought. **Typically offered:** On Demand

PHI-3326 Philosophy of Science (3 Credits). Requisite(s): one course in PHI (2000 level recommended). Why and how does science work? This course examines epistemological and ontological requirements of natural science. This examination is carried out by means of a consideration of the idea of science in Greek philosophy, the emergence of modern natural science in the 17th century, logical positivism's account of natural science, and recent criticisms of the logical positivist account. Readings from ancient, modern, and contemporary sources. **Typically offered:** On Demand

PHI-3333 Philosophical Theology (3 Credits). Requisite(s): one course in PHI (2000 level recommended). This course studies major themes in the western tradition about the existence and nature of God. Religion brings out the best and the worst in people. Philosophy purports to be guided by reason and careful argument. Are our religious commitments subject to rational scrutiny? How compatible are faith and reason? What does God's existence or lack of existence have to do with our living? God's existence or non- existence may have important implications for morality and the ground of careful decision-making as well as, more generally, the meaning, value and ongoing determination and differentiation of human life. **Typically offered:** Spring Session

PHI-3340 Special Problems in Ethics (3 Credits). Requisite(s): one course in PHI. Examination of selected contemporary and traditional ethical problems, such as abortion, sex-education, euthanasia, censorship, war, and capital punishment; some study of the presuppositions, instruments; and procedures of ethical analysis will be involved. **Typically offered:** On Demand

PHI-3344 The Environment: Philosophical and Ethical Perspectives (3 Credits). Requisite(s): one course in PHI. This course aims to elucidate contemporary environmental issues by examining them in the light of a range of philosophical and ethical perspectives. Through readings and discussions, students will be introduced to a variety of religious, philosophical, and cultural views of the relationship between human beings and their environment and will consider the ethical implications of the various approaches. A basic introduction to ethical theory will serve as the ground for the application of ethical principles to a broad spectrum of contemporary environmental problems. Students' mastery of the material is exhibited through their performance on objective tests, as well as in a short paper in which they are expected to take a position on one of the issues raised in the readings, developing their own arguments and applying relevant ethical principles. Students are not specifically graded on class participation, but questions and discussion are strongly encouraged. In borderline situations, class participation, which is particularly strong, or clearly lacking, will be considered in determining the final grade. **Typically offered:** Spring Session

PHI-3354 The Holocaust and Forgiveness: Looking in the Abyss (3 Credits). Requisite(s): one course in PHI. Forgiveness is not a theoretical attitude- it is a decision that one must make. However, one ultimately decides, to make this decision in a properly informed way, it is necessary to reflect on the evil against which the possibility of forgiveness is measured, and what- if anything- would constitute repentance for such an evil. This course will examine the efforts to address these matters with respect to the holocaust. Among the questions to be considered are: What *is* the evil of Nazism? Why does it remain a source of fascination? Is it possible for Germany to repent of its past? Is forgiveness possible after Auschwitz? **Typically offered:** On Demand

PHI-3432 Medieval Philosophy (3 Credits). Requisite(s): one course in PHI (2000 level recommended). This course offers an examination and analysis of representative texts of major figures from Christian, Arabic, and Jewish traditions with particular attention to the question of the relation between philosophical inquiry and religious beliefs. Other topics may include the nature of basic reality, the existence and attributes of transcendent being, and the relation of faith to reason. **Typically offered:** Spring Session

PHI-3442 Twentieth-Century Philosophy (3 Credits). Requisite(s): one course in PHI (2000 level recommended). A survey of some major figures or movements in twentieth-century American and European philosophy, such as postmodernism, phenomenology, logical positivism, ordinary language analysis, and pragmatism. **Typically offered:** Spring Session

PHI-3443 Philosophy and the Moving Image (3 Credits). Requisite(s): one course in PHI. Throughout history, philosophy has attempted to address several questions. Why are we here? What type of beings are we? Is there a purpose for the lives we lead? What is the nature of evil? How can we live moral, purposeful

lives- and is it necessary for us to attempt to do so? With the invention of moving pictures, these philosophical questions began to be addressed within the context of commercial films and, later, television, raising the possibility that the very nature of these questions becomes altered through the lens of the moving image. In this course, we will combine philosophical readings with the viewing of films and television programs to address the question, Has the moving image changed the way we think? **Typically offered:** On Demand

PHI-4000 Special Topics in Philosophy (3 Credits). Requisite(s): one PHI course. The course will explore specific identified topics in the discipline of philosophy. The subject matter will be selected by the instructor and chairman. Students may be granted multiple sections of PHI-4000, provided the topic differs. **Typically offered:** On Demand

PHI-4001 Special Topics in Philosophy: Philosophical Principles in Catholicism (3 Credits). Requisite(s): one 2000-level PHI course Special topics course. **Typically offered:** On Demand

PHI-4002 Special Problems in Philosophy: Justice and Piety (3 Credits). Requisite(s): one 2000-level PHI course Special topics course. **Typically offered:** On Demand

PHI-4004 Topic: Franciscan Signposts on the Road to Modernity (3 Credits). Requisite(s): one 2000-level PHI course. An examination of some of the writings of St. Francis of Assisi, Roger Bacon, St. Bonaventure, Alexander of Hales, Duns Scotus, and William of Ockham. The emphasis will be on the contribution of each of these to the formation of philosophical modernity. **Typically offered:** On Demand

PHI-4005 Special Topic: Radial Issues (3 Credits). Requisite(s): one PHI course. Martin Luther King, Jr.'s greatest philosophical influence was Hegel, whom he studied at Harvard and Boston University. Angela Davis to this day advocates the ideas of Herbert Marcuse, who mentored her while studying for her PhD in Philosophy. Philosopher Simone Weil died on a hunger strike for her belief in our duty to have sympathy for others. Meanwhile, today's radical acceptance movement comes from Ancient Stoic Philosophy. This discussion-based course examines the influence of philosophy from antiquity to the present on our personal choices and social change, and offers students the chance to explore any related ideas or people they are interested in. No tests or quizzes. **Typically offered:** All Sessions

PHI-4006 Special Topic: Philosophers and Society (3 Credits). Requisite(s): None. How can philosophy help us reframe how we think about society and about ourselves, and possibly change our world or how we live? What issues are contemporary philosophers interested in? Which philosophers have influenced famous artists, activists, or politicians? For example, are there connections between Angela Davis's activism and the philosophy of Herbert Marcuse, her PhD Mentor? What about other Black activists? And another feminist philosopher? Why is Hegel always popping up in discussions or revolution? And why was he Martin Luther King's favorite philosopher? This self-directed and discussion-based course offers students the chance to explore these questions, and more. We'll examine relationships between philosophy, personal choice, and social change. You're invited to choose ideas or people you'd like to explore. No tests or quizzes. This course counts towards Philosophy major and minor. **Typically offered:** On Demand

PHI-4995 Independent Study in Philosophy (1-4 Credits). Requisite(s): one 2000 level PHI course and Chairperson's approval. This course allows the student to engage in a semester-long detailed examination of a philosophical topic of their choice under the direction of a faculty member. **Typically offered:** On Demand

PHI-5401 Plato and Neo-Platonism (3 Credits). Requisite(s): None. Neoplatonism, a philosophical movement beginning with Plotinus, offers itself as an elucidation of what Plato really meant and a continuation of his thought. Along with Plato's philosophy itself, it has been profoundly influential on Western philosophy, mysticism, and literature. The two major sections of this seminar will be (a) a study of Plato, with particular attention given to the aspects of his thought emphasized by Neoplatonic thinkers; and (b) a study of Plotinus's philosophy in its triple dimension - as a reading of Plato, as a metaphysical system, and as a religious path. Since Neoplatonism did not immediately grow out of Plato, the seminar will examine more briefly, between these two sections, the key concepts of intervening philosophical systems that Neoplatonism either built itself against or incorporated (or both). The last section will be devoted to the later pagan Neoplatonists, and to the synthesis of Christian doctrine and Neoplatonic themes in two towering figures at the juncture of ancient and early Medieval thought. **Typically offered:** Fall Session

PHI-5402 The Infinite (3 Credits). Requisite(s): None. Cross-listed with: MAT-5400. The infinite is a rich and dynamic notion situated at the crossroads of several fields of study and reflection. This team-taught interdisciplinary seminar approaches the infinite from two distinct perspectives: that of philosophy, and that of mathematics. **Typically offered:** Spring Session

PHI-5403 Science Fiction and the Examined Life (3 Credits). Requisite(s): None. What is the nature of man? Does the existence of evil indicate the non- existence of God? How can a person tell reality from illusion? Why are we here? This seminar will examine these classic philosophical questions through significant works of science fiction that guide students toward ways of thinking about issues such as free will vs. determinism, cloning and genetic manipulation, the question of evil, reality vs. illusion, and the question of being itself (perhaps philosophy's largest and most significant question of all). **Typically offered:** On Demand

PHI-5404 Existentialism: Philosophical Analysis of Human Experience (3 Credits). Requisite(s): None. This course is designed to provide the student with experience of reading, critically analyzing and discussing primary philosophical texts, in translation, which highlight the existentialist movement through the 19th and 20th centuries. Beginning with the premise that philosophy itself is less a body of rigid ideas or a mere collection of information, the so-called existentialist tradition portrays a wide range of perspectives on human experience and the uniqueness of human existence. This philosophical text-based study will be complemented by additional literary sources as well as films which serve to provide the student with a firm grounding in philosophical concepts, terminology and historical continuity of ideas in the Modern era. **Typically offered:** On Demand

PHI-5405 Philosophy of Gender in Film (3 Credits). Requisite(s): None. By reinforcing, bending, or breaking stereotypes, gender in film can perpetuate prejudice, oppression, and discrimination, or can open new possibilities for expression, re-evaluation, and acceptance. Philosophy allows us to understand just

how and why this is so. The philosophy of gender when applied to film articulates the meaning and ethical import of various representations of gender in movies. Readings in this course explore ethical and aesthetic issues of representations of gender in film, including but not limited to feminist criticisms of popular film, transgender characters and actors, masculine stereotyping in superhero and action film, and alternative or progressive representations of gender in specific films. Through the lens of philosophy, we will critically analyze creative works of cinema, being mindful of their social, cultural, and historical context, and discuss the ways they inform our understanding and experiences of gender, which also intersects with sexuality, race, class, and other related categories. **Typically offered:** Fall Session

PHI-5406 Myth and Social Order (3 Credits). Requisite(s): None. Philosophy is said to originate in mythology. But during the Enlightenment, philosophers imagined a world finally free from myth. The traditional superstitions inhibiting scientific and political progress could be set aside once and for all, they hoped. By the 19th century this fantasy was exposed as a myth too. Recent scholarship has rehabilitated myths and other traditional forms of discourse, refusing to dismiss them as mere products of the primitive mind. This seminar studies the stories we tell ourselves and each other about where we came from and where we are going. It does so through an examination of the development of reason in history. Such stories are the rhetorical vehicle for communicating important existential truths about us. Myths have the capacity to inspire but also to control, to promote as well as to threaten human maturity. **Typically offered:** Spring Session

PHI-5407 Genesis and the Meaning of Life (3 Credits). Requisite(s): None. This course will examine a series of questions about the meaning of life through the lens of the biblical book of Genesis in conjunction with major philosophical texts that address the same questions. Questions include, for example: Why is there something instead of nothing? Are human beings fundamentally bad? Why should we be moral? Do the ends justify the meaning? How can reproduction be just? This course will incorporate literary, historical, comparative religious, and philosophical analyses. **Typically offered:** On Demand

PHI-5433 Neo-Platonism (Honors) (3 Credits). Requisite(s): None. Honors seminar. An examination of the philosophical movement, beginning with Plotinus, and of its influence on Western philosophy, mysticism, and literature. The foundation of the course will be laid with a study of Plotinus's philosophy, in its triple dimension-as a reading of Plato, as a metaphysical system, and as a religious path. The Neo- Platonic vein will then be traced through medieval philosophy in the Christian, Jewish, and Islamic worlds; connections with Indian thought will also be considered. The continuing life of Neo-Platonic themes in modern philosophy and literature will finally be brought to light. **Typically offered:** On Demand

PHI- 5408 Human Dignity and the Philosophical Foundations of Human Rights (3 Credits). Requisite(s): This course critically examines philosophical efforts to ground the concept of human rights in the notion of human dignity. It focuses on approaches that understand dignity not as an intrinsic, natural, theological, or metaphysical attribute of human beings but as arising from a particular kind of experience of the other person, an "ethical" experience, one that can be explored through philosophy, particularly phenomenological analysis. While the broader

discourse includes legal, political, and theological sources, the focus of this course will remain primarily philosophical. **Typically offered:** On Demand

PHI-6995 Independent Study in Philosophy (1-3 Credits). Requisite(s): None. Graduate standing and approval of the department chairperson. Independent research and study in a topic in Philosophy including submission of a written report. **Typically offered:** On Demand

PHI-7342 Business Ethics (3 Credits). Requisite(s): None. This graduate course is designed to illustrate the importance and nuances of ethical behavior in our various roles in today's competitive business world and our complex consumer society. We learn fundamental ethical theories in philosophy and apply them to issues in business with sample cases. Issues examined include the merits of affirmative action, privacy rights of employees, environmentalism, social responsibility, consumer rights, whether cost savings justify outsourcing production to countries with little or no protection for workers, and whether whistle blowers are protecting the public or betraying others. **Typically offered:** On Demand

Public Health (PH):

PH-2001 Global Health Delivery (3 Credits). Requisite(s): HC-1001. The course covers the main principles of global health along with additional topics such as health determinants and disparities, socioeconomic status and health, human rights, culture and health, unintentional injuries, maternal and child health, water and sanitation, and infectious diseases. **Typically offered:** Fall Session

PH-2002 Occupational Health & Science (3 Credits). Requisite(s): BIO-1140; BIO-1141. This course introduces concepts of occupational safety and health, including regulatory agencies, financial and human impact of occupational injuries and illnesses, and workers' compensation. It covers basic safety terminology and how to access safety information and resources. **Typically offered:** Fall Session

PH-2003 Introduction to Human Diseases (3 Credits). Requisite(s): BIO-11IO-1141. The Introduction to Human Disease course is designed to bring students to a level of understanding of basic human biology, health, and disease, as well as modern biomedical science that will enable them to make rational decisions on personal, ethical, and political issues in their health. Focused analysis of the causes and mechanics of human illness and death will be presented for each of the major human body systems. Selected diseases will be studied in greater detail including etiology, pathogenesis, epidemiology, sociology, and therapy. **Typically offered:** Fall Sessions

PH-3001 Environmental Health (3 Credits). Requisite(s): BIO-1140; BIO-1141; SOC-1000 or MAT-2301. This course is designed to provide students with an introduction to environmental health and disease. Using the perspectives of the population and community, the course covers factors associated with the development of occupational and environmental health problems. Students gain an understanding of the interaction of individuals and communities with the environment, the

potential impact on health of environmental agents, and specific applications of concepts of occupational and environmental health. **Typically offered:** Spring Session

PH-3002 Health & Diverse Population (3 Credits). Requisite(s): BIO-1140; BIO-1141; SOC-1000 or PSY-1101. This course will focus on the complexities of health service delivery to diverse populations using social-ecological models to provide a deeper understanding of the impacts of health policy, social justice, structural inequities, and the value systems of diverse groups, as well as variables related to gender, age, lifestyle, religion, culture, social class, race, geography, and developmental level and how this relates to health status and health service needs. **Typically offered:** Spring Session

PH-3003 Theories of Health Behavior (3 Credits). Requisite(s): SOC-1000 or PSY-1101. The course examines health-related motivation and behavior through the study of relevant psychological, sociological, and educational theory and research. Emphasis is on application of behavioral and behavior-change theories and constructs in designing effective health education and promotion programs. **Typically offered:** Spring Session

PH-4990 Practicum in Public Health (3 Credits). Requisite(s): None. Must have 90 credits. This course offers students an opportunity to obtain practical experience in public health work. Students will contract for 35 hours per credit at an internship placement and participate in class to discuss their fieldwork and apply academic theory to practice. Students will work in settings that familiarize them with concrete examples of the core competencies in the Public Health major. Students will also gain an understanding of industry and organizational structures, cultures, and ethics, and will strengthen their critical thinking, research, and problem-solving skills. They will keep logs of their activities and complete other written assignments for class. **Typically offered:** All Sessions

PH-4998 Capstone in Public Health (3 Credits). Requisite(s): None. Must have 90 credits. The senior capstone course integrates the knowledge, concepts and professional skills gained from prior coursework in Public Health. Students choose between two different options: (1) an applied project in which the student develops a hypothetical applied case and intervention program for a group or organization in order to synthesize and demonstrate the ability to understand, develop, and advance the principles of Public Health or (2) conduct a research project in which the student displays the development of research techniques, including the ability to define a research problem, write hypotheses, review the literature, apply a research design, collect and analyze data, and interpret the results. **Typically offered:** All Sessions

PH-6001 History of Public Health (3 Credits). Requisite(s): None. Graduate Students Only. This course explores the history of the global expansion of disease. By studying epidemics throughout human history - from the plague of Athens to Ebola - the course encourages students to think about the dynamics of globalization from a historical perspective. We will examine the relations between epidemics and warfare, colonial empires, and the growth of global trade networks, and consider how societies in various times and places have responded to the appearance (or threat) of epidemics. The course is divided into three main units: the first unit examines early epidemics (including plague and

smallpox) and the globalization of disease as the result of emerging trade networks and exploration. The second unit will explore the rise of modern states in the 19th century and the need for new kinds of strategies to protect the public's health. The third unit will focus on the twentieth century, particularly on attempts to eradicate disease throughout the globe, the rise of international organizations, and the (re)-emergence of diseases such as HIV/AIDS, SARS, Ebola, and COVID-19. **Typically offered:** On Demand

PH-6002 Principles of Social Behavioral Research (3 Credits). Requisite(s): None. Graduate Students Only. The course is designed to familiarize students with the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. The theoretical underpinnings of the most relevant explanation, planning, change, and evaluation theories will be reviewed and illustrated with examples of the application of these models to health promotion and disease prevention with individuals, groups, and communities. The format of the course is a survey of basic concepts, analytic frameworks, and social and behavioral sciences strategies that can be applied to current public health issues. Basic principles from psychology, anthropology, sociology, and other social science disciplines are analyzed in relation to the causes, consequences, and control measures for public health problems. **Typically offered:** On Demand

PH-6003 Community Health (3 Credits). Requisite(s): None. Graduate Students Only. This course is designed to assist students in recognizing and analyzing the interrelationships between individuals, population groups, and communities in determining the health status of each. Students will explore the complex determinants of health and disease, the impact of economic, social, environmental, and cultural concerns on community health status, and community organizations that help shape community health. Course content integrates concepts from behavioral, biological, and natural sciences, with emphasis on epidemiology, to examine the history and foundation of community health. The format of the course is a survey of concepts, analytic frameworks, and social and behavioral sciences strategies that can be applied to current public health issues. Principles from psychology, anthropology, sociology, and other social science disciplines are analyzed in relation to the causes, consequences, and control measures for public health problems. **Typically offered:** On Demand

PH-6004 Introduction to Biostatistics and Epidemiology (3 Credits). Requisite(s): None. Graduate Students Only. This course introduces basic epidemiological and biostatistical principles, concepts, and procedures for the surveillance and investigation of health-related states or events. Introduces collecting data and analyzing disease incidence and prevalence to provide analyses leading to effective interventions and preventions. Reviews sources of information, associations between diseases and precipitating factors, and statistical representations. **Typically offered:** On Demand

PH-6005 Health Inequities in the U.S. Healthcare Systems (3 Credits). Requisite(s): None. Graduate Students Only. This course will provide an overview of inequities in health services, as well as current initiatives to address them. The course will cover some of the historical aspects of

inequities in health services, such as legal segregation of health care facilities and how race/ethnicity and sexual identity have been conceptualized over time. We will examine what are some of the factors associated with unequal access and quality of general medical care, as well as mental health care and services for substance use disorders. **Typically offered:** On Demand

PH-6006 Global Health (3 Credits). Requisite(s): None. Graduate Students Only. This course explores contemporary issues, problems, and controversies in global health through an interdisciplinary perspective; examines the complex tapestry of social, economic, political, and environmental factors that affect global health; analyzes global health disparities through a social justice and human rights lens; and exposes students to opportunities in global health program and research. **Typically offered:** On Demand

PH-6007 Health Communications (3 Credits). Requisite(s): None. Graduate Students Only. This course will provide a broad overview and deep exploration into the evolving body of relevant health communication research, theory, and practice, examining the powerful influences of communication on the delivery of care and the promotion of health. The course will take an action research perspective to the study of health communication, where our overarching educational goal will be to learn how to use strategic health communication to enhance health outcomes and reduce health disparities, locally and globally. **Typically offered:** On Demand

PH-6100 Decision Making in the Healthcare Field (3 Credits). Requisite(s): None. Graduate Students Only. This course will introduce students to the methods and growing range of applications of decision analysis and cost-effectiveness analysis in health care, public health, technology assessment, medical decision making, and health resource allocation. **Typically offered:** On Demand

PH-6200 Program Planning (3 Credits). Requisite(s): None. Graduate Students Only. This course will provide students with a basic understanding of how to implement public health programs and evaluate their effectiveness. As this course is designed to be grounded in public health practice, you will complete the course with the skills necessary to develop both a program and evaluation plan. Given the importance of public health planning and evaluation occurring within the context of interdisciplinary teams, students in this course will also discuss and practice skills for building effective teams and accomplishing individual and group objectives through teamwork. **Typically offered:** On Demand

PH-6201 Maternal Infant & Child Health (3 Credits). Requisite(s): None. Graduate Students Only. The focus of this course is on health problems and diseases affecting both pregnant women and children worldwide. The impact of various common health problems at different stages of the life cycle and their functional outcomes in terms of morbidity, mortality, psychological wellbeing, reproduction, and growth will be highlighted. Students will become acquainted with the epidemiology of maternal and childhood diseases in developed and developing countries. Programs and resources available to combat health and nutritional problems will be evaluated. The role of different international organizations will be discussed in the context of a community**. Typically offered:** On Demand

PH-6202 Public Health Nutrition (3 Credits). Requisite(s): None. Graduate Students Only. This course will examine current and emerging issues in global and public health nutrition. Students will engage in discussions to address populations of diverse cultures and global nutrition health and nutrition policy. Students learn to recognize how determinants of health, health disparities and availability and accessibility of resources, influence the nutrition status of communities and state, country, and regional programs. Program planning and population needs assessments are addressed. Course topics include an overview of global and US public health nutrition goals, malnutrition around the globe, nutrition surveillance systems and interventions, practices and processes of local and global food markets, global food systems and legislative and regulatory policies. **Typically offered:** On Demand

PH-6300 LGBTQ+ Health (3 Credits). Requisite(s): None. Graduate Students Only. This course will examine current and emerging issues in global and public health nutrition. Students will engage in discussions to address populations of diverse cultures and global nutrition health and nutrition policy. Students learn to recognize how determinants of health, health disparities and availability and accessibility of resources, influence the nutrition status of communities and state, country, and regional programs. Program planning and population needs assessments are addressed. Course topics include an overview of global and US public health nutrition goals, malnutrition around the globe, nutrition surveillance systems and interventions, practices and processes of local and global food markets, global food systems and legislative and regulatory policies. **Typically offered:** On Demand

PH-6995 Independent Study (3 Credits). Requisite(s): None. Graduate students only and approval of the department chairperson. **Typically offered:** On Demand

PH-7990 Public Health Practicum (3 Credits). Requisite(s): None. Graduate Students Only This course is intended to give the student practical experience in public health. This practicum is spent in an appropriate program, under the guidance of an administrator qualified by education and/or experience. The practicum consists of a 100-150 hour supervised practical application of previously studied theory and is completed by the student by the end of the term. Development and utilization of original activities is stressed, and periodic progress reports are required. Students must secure a supervised position prior to beginning this course. Students are encouraged to consult with their academic advisor with any questions, prior to registration. **Typically offered:** All Sessions

PH-7998 Public Health Capstone (3 Credits). Requisite(s): None. Graduate Students Only. The main purpose of this course is to provide the culminating, integrative curricular experience for students enrolled in SFC's Master of Public Health program during their last semester prior to graduation. As such, the course draws on students' prior training in the core areas of public health, their required course work and their "real world" experience gained in the field prior to their graduation. In particular, the capstone class is closely linked to the MPH practicum. More than just providing a review of the MPH curriculum, however, the Capstone is designed to challenge students to reflect and integrate their training and experience with the goal of developing their own individual

point of view regarding the role of public health in contributing to the improvement of the health and wellbeing of populations in the United States, as well as abroad. **Typically offered:** All Sessions

Physical Education (PE):

PE-1101 Teaching Soccer/Volleyball (2 Credits). Requisite(s): Complete ED-1201 with a B grade or higher, Complete ED-2020 with a B grade or higher. Theory, instruction, and practice in the fundamentals of team sports and games; techniques in soccer and volleyball, including coaching techniques. **Typically offered:** Spring Session

PE-1102 Skills Activities II: Basketball, Baseball, Softball (2 Credits). Requisite(s): Complete ED-1201 with a B grade or higher. Complete ED-2020 with a B grade or higher Theory, instruction, and practice in the fundamentals of team sports and games; techniques in basketball, softball, and baseball, including coaching methods. **Typically offered:** On Demand

PE-1103 Skills Activities: Tennis (2 Credits). Requisite(s): None. Theory, instruction, and practice in individual and dual sports techniques in badminton, racquetball, and tennis, including coaching methods. **Typically offered:** On Demand

PE-1104 Teaching Badminton (2 Credits). Requisite(s): None. This course is designed to teach the students how to participate in sport as well as teach the elements involved with badminton which includes the skills, various practice activities and the official rules. After the completion of this course the students will have the confidence to apply their abilities and their knowledge of Badminton to the teaching field and/or a recreational play environment. **Typically offered:** On Demand

PE-1106 Floor Hockey (2 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher. Theory, instruction, and practice in the fundamentals of team sports and games; techniques in hockey and team handball, including coaching methods. **Typically offered:** On Demand

PE-1107 Skills Activities: Track & Field (2 Credits). Requisite(s): Complete ED-1201 with a B grade or higher, Complete ED-2020 with a B grade or higher. Theory, instruction, and practice in the fundamentals of team and individual sports; techniques in football, track and field, and golf; includes coaching techniques. **Typically offered:** On Demand

PE-1109 Fitness Education and Assessment (2 Credits). Requisite(s): None. Teaching practices for physical activity and fitness concepts appropriate for children and adolescents in school, sport, and recreation programs. Physical Best certification will be offered. One lecture and one hour of lab per week. **Typically offered:** Spring Session

PE-1143 Olympic Weightlifting (2 Credits). Requisite(s): None. Students will learn and perform Olympic style lifts including the snatch and clean & jerk. Assistance exercises and program development for lifetime fitness will be taught and practiced. **Typically offered:** On Demand

PE-1500 Personal Training (3 Credits). Requisite(s): None. Students will learn how to become a Personal Trainer by studying topics in weight loss, program design, toning, strength, power, endurance and flexibility. This course helps prepare students for personal training certification. **Typically offered:** On Demand

PE-2145 Dance Choreography (3 Credits). Requisite(s): FIT-1145. Students will learn the components of dance choreography which include creativity, purpose, structure and organization. They will also analyze dance performances in their appropriate social, cultural, and historical context. Finally, students will create and present their own original dance number. **Typically offered:** On Demand

PE-2202 History and Principles of Physical Education (2 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher. Introduction to the history and principles of physical education; current trends and problems in physical education are analyzed and evaluated. **Typically offered:** Spring Session

PE-2208 Kinesiology (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher, Complete ED-2020 with a B grade or higher. An introduction to the study of human movement. Sub-disciplines of kinesiology will be introduced and will include but not be limited to exercise physiology, sports psychology and biomechanics. **Typically offered:** On Demand

PE-3100 Evaluation of Physical Education (2 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher. Methods and procedures used in performance-based assessment of learning in physical education; introduction to rubrics as assessment tool; standards-based learning; authentic assessment; higher-order thinking skills; application vs. recall of knowledge. **Typically offered:** Fall Session

PE-3200 Biomechanics (2 Credits) Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher. An introduction to kinetic and kinematic principles applied to sports and human movement. Topics include the study of the structure and functions of the body using the principles of physics and engineering. Lab fee. **Typically offered:** Spring Session

PE-3301 Advanced Concepts in Physical Education (2 Credits). Requisite(s): None. Junior standing. A survey course designed to provide physical education students with an overview of the essential concepts and major areas that constitute knowledge and skills in physical education. Four subareas examined: physical fitness and health, lifelong movement activities and sports, personal growth and development, and the physical education program. **Typically offered:** On Demand

PE-3304 Organization and Administration of Physical Education (2 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher. Cumulative 3.0 GPA or higher. Emphasis on organization and administrative policies and procedures; purchase and care of

equipment and supplies; public and professional relations; structural and functional aspects of a school program in physical education, athletics, and intramurals. **Typically offered:** Fall Session

PE-3305 Physiology of Exercise (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher*;* Complete ED-2020 with a B grade or higher. This course provides students with an overview of how physical training affects the human body. Topics include weight training, principles of training, as well as aerobic and anaerobic changes that occur from a training stimulus. **Typically offered:** Fall Session

PE-3306 Training Theory (3 Credits). Requisite(s): None. Training methods to improve strength, endurance, power, flexibility and overall fitness and conditioning. **Typically offered:** On Demand

PE-3308 Motor Learning (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher*;* Complete ED-2020 with a B grade or higher introduction to teaching and learning sport skills from a motor learning perspective. Open and closed loop information processing systems are used to describe and explain sports skill, reaction time, and motor skills. Theory and concepts learned will be applied to the everyday practical aspects of teaching and coaching sport. **Typically offered:** Spring Session

PE-3322 Introduction to Legal Issues (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher*;* Complete ED-2020 with a B grade or higher. Relates basic legal concepts to sport and physical education environments. Includes torts, contract law, constitutional law, negligence, and Title IX issues. **Typically offered:** Fall Session

PE-4300 Curriculum and Methods of Instruction in PE, K-12 (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher. An in-depth look at curriculum models, instructional strategies, and teaching styles for physical education in grades K-12. Management, discipline, motivation, and professional development for the physical educator will be discussed. **Typically offered:** Fall Session

PE-4301 Literacy Instruction in Physical Ed in PE, K-12 (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher; Complete ED-2020 with a B grade or higher. This course is designed to develop the abilities of preservice physical education teachers to implement literacy instruction within physical education in grades P-12. In addition to exploring the role of more traditional literacies, this course will also include a focus on discipline-specific literacy skills, including interpreting visual diagrams related to physical education, analyzing and evaluating life as well as recorded sports performances, and interpreting digital fitness data. **Typically offered:** Fall Session

PE-4302 Physical Education for Students with Special Needs (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher*;* Complete ED-2020 with a B grade or higher. An introductory course designed to provide pre-service physical education teachers with the knowledge and tools to successfully include students with disabilities in a quality physical education program, grades K-12. Topics include least restrictive environment; IEP; legal mandates for physical education services: IDEA, Section 504, AD; unique characteristics of specific disabling conditions; various modifications to allow for

individualizing instruction and for the inclusion of students with disabilities in games and activities. **Typically offered:** Spring Session

PE-4500 Field Experience I (2 Credits). Requisite(s): Complete ED-1201 with a B grade or higher*;* Complete ED-2020 with a B grade or higher. Observation and supervised experience of at least 100 hours in an area of the student's expressed professional interest. **Typically offered:** On Demand

PE-4616 Psychology of Sport (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher*;* Complete ED-2020 with a B grade or higher. Introduction to psychological concepts applied to sport and physical activity. The effects of thoughts, feelings and beliefs on athletic performance; various behavioral interventions for performance enhancement; peak performance state; team dynamics; team cohesion; coach leadership style and decision making; motivation; arousal control; concentration and attention control; anxiety-performance relationship. **Typically offered:** Spring Session

PE-4990 Supervised Student Teaching (6 Credits). Requisite(s): Complete ED-1201 with a B grade or higher*;* Complete ED-2020 with a B grade or higher. The final, supervised clinical component of the teacher preparation program in a partner elementary, middle, or high school, as appropriate to the program of study. The experience supports theoretical and practical applications of contemporary curricular frameworks. **Typically offered:** All Sessions

PE-4995 Independent Study in Physical Education (1-3 Credits). Requisite(s): None. Independent study and readings in specialization in the discipline of physical education. Conferences, reports, special project, or term paper. **Typically offered:** On Demand

Physics (PHY):

PHY-1001 Physics and the Modern World (3 Credits). Requisite(s): None. This course is designed for non-science majors who desire a basic, practical understanding of physics. Subject areas include Newtonian physics, fluids and heat, electricity and magnetism, wave motion, optics, the atom and relativity. Contemporary issues of technology using physics are discussed, such as designing efficient, inexpensive computers, using charge-coupled devices (CCDs) in camcorders, television and medical imaging. Two lectures and two hours of laboratory each week. (Integrated class) Lab fee. **Typically offered:** All Sessions

PHY-2001 General Physics I (3 Credits). Requisite(s): MAT-1107 or higher (except MAT-2301)*;* PHY-2001L. This course serves as an introduction to college-level-algebra-based physics and provides students with fundamental knowledge of physical processes. The course begins with the Laws of Motion and an investigation of dynamics. It then moves to a consideration of energy and the application of thermodynamic principles. **Typically offered:** All Sessions

PHY-2001L General Physics I Laboratory (1 Credit). Requisite(s): MAT-1107 or higher (except MAT-2301); PHY-2001. This course is a co-requisite laboratory experience to complement PHY-2001. Students will conduct experiments that investigate the fundamental laws and concepts of motion and dynamic processes. Students will further investigate and apply the laws of thermodynamics. This is a 2-hour lab. **Typically offered:** Fall Session

PHY-2002 General Physics II (3 Credits) Requisite(s): PHY-2001; PHY-2001L; PHY-2002L. This course is a continuation of PHY 2001. Students will be introduced to electricity, magnetism, and wave behavior. An emphasis is placed on quantitative methods. **Typically offered:** All Sessions

PHY-2002L General Physics II Laboratory (1 Credit). Requisite(s): PHY-2001; PHY-2001L; PHY-2002. This course is a corequisite laboratory experience to complement PHY-2002. Students will conduct experiments that investigate the fundamental laws and concepts of sound, light, electricity, and magnetism. This is a 2-hour lab. **Typically offered:** On Demand

PHY-4995 Independent Study in Physics (1-4 Credits). Requisite(s): 96 credits. Approval of the department Chairperson is required. Individual research in an approved area. Library research, conferences, reports, or special projects. **Typically offered:** On Demand

Political Science (PSC):

PSC-1000 Introduction to Political Science (3 Credits). Requisite(s): None. A survey of the discipline of political science with a focus on basic skills, key concepts, and analytical tools for success in the major. An introduction to careers and subfields of the discipline to help students identify potential career paths. **Typically offered:** All Sessions

PSC-1100 American National Government (3 Credits). Requisite(s): None. The course offers a survey of American national government, its constitutional basis (the constitution, federalism, civil rights and liberties), its institutional structure (the branches of government), its underlying political processes (political parties, interest groups, media and elections), and its issue concerns (domestic and foreign policies). **Typically offered:** All Sessions

PSC-1200 Understanding Human Rights (3 Credits). Requisite(s): None. This course will examine significant violations of human rights within their historical context. The evolution of human rights as entities within a global political thought and practice will provide philosophical context. There will be a specific focus on human rights law and moral pressures concerning the relief, remedy, and prevention of injustices to victims of society from diverse perspectives. Students will be encouraged to rely on reasonable evidence and critical thinking when studying these historical controversies, rather than on biased accounts or emotional arguments. Each of these topics will be carefully studied to identify root causes and sources of problems and then to retrace the pathways of movements and policies that were developed to address them and improve societies. **Typically offered:** On Demand

PSC-1300 Introduction to Legal Studies and Practice (3 Credits). Requisite(s): None. This course provides an overview of the legal profession, legal education, and foundational legal skills. The course introduces students to the structure and function of legal institutions, the role of law in society, and major areas of legal practice. Students develop basic competencies in legal reasoning, case analysis, and legal research, while also gaining an understanding of law school expectations, the admissions process, and career pathways in law and related fields. **Typically Offered:** All Sessions

PSC-2000 Comparative Government (3 Credits). Requisite(s): PSC-1000/PSC-1202 or GLS-1101. The course introduces students to domestic politics and governments of wide-ranging countries. Identifying different aspects of politics at the domestic level (e.g., institutions, interests, and identities), the course focuses on prominent countries around the world like Britain, Germany, France, Russia, China, Japan, Mexico, Iran, and South Africa. **Typically offered:** Fall Session

PSC-2102 Islam, Democracy, Human Rights (3 Credits). Requisite(s): None. The course aims to provide students with a general overview of the basic themes and issues in discussions about Islam and democracy with an emphasis on the discourse on human rights. This course will first introduce the relationship of the political with the religious regarding Islam and will then discuss the discourse on democracy in Islamic milieus in the 20thand early 21stcenturies. *It* will then move on to discuss the relationship between the religion of Islam, Muslim societies, and international human rights norms in the last 50 years, reflecting upon political Islam, colonialism, and the nation-state. **Typically offered:** On Demand

PSC-2001 Global Citizenship (3 Credits). Requisite(s): GLS-1101; HIS-1200 or PSC-1200. This course intends to equip students with the knowledge and competencies of global citizenship-a term used for individuals who have a global mindset, i.e., the perceive, are aware of, and engage with global communities. Global citizens explore the complexities of global and local connections in issues such as global justice, human rights, climate change, and inequalities, among others, and can propose solutions considering different cultures and multiple points of view. **Typically offered:** On Demand

PSC-2100 International Relations (3 Credits). Requisite(s): PSC-1000 or GLS-1101. The course covers major theoretical approaches to International Relations (IR). It reviews various topics in international security (like conflict, the use of military force and terrorism, and international organizations, law and human rights) and in international political economy (like trade, money and business, international integration, environment and population, the North-South gap, and international development). **Typically offered:** Spring Session

PSC-2102 Islam, Democracy, & Human Rights (3 Credits). Requisite(s): None. The course aims to provide students with a general overview of the basic themes and issues in discussions about Islam and democracy with an emphasis on the discourse on human rights. This course will first introduce the relationship of the political with the religious regarding Islam and will then discuss the discourse on democracy in Islamic milieus in the 20thand early 21stcenturies. *It* will then move on to discuss the relationship between the religion of Islam, Muslim societies, and international human rights norms in the last 50 years, reflecting upon political Islam, colonialism, and the nation-state. **Typically offered:** On Demand

PSC-2200 Public Policy (3 Credits). Requisite(s): any 1000 Level PSC course. A survey of public policy from the values informing democratic policymaking to the basics of cost-benefit and other tools of policy analysis. The course will integrate various social science disciplines to address the institutional arrangements for making public policy decisions, the role of various actors-including nonprofit and private- sector professionals in shaping policy outcomes, and the fundamentals of analytic approaches to public policy. **Typically offered:** Spring Session

PSC-2203 International Human Rights & Humanitarian Law (3 Credits). Requisite(s): HIS-1201 or HIS-1203/PSC-1200 or HIS 1302 or PSC-1202 This introductory course surveys the history of international human rights and humanitarian law both from a theoretical perspective as well as a case law perspective. **Typically offered:** On Demand

PSC-2110 Legal Research and Writing I (3 Credits). Requisite(s): PSC-1300. This course introduces students to the fundamentals of legal analysis, research, and written communication. The course focuses on developing skills in locating and interpreting primary and secondary legal sources, including cases, statutes, and regulations. Students learn to read judicial opinions, conduct basic legal research using library and electronic resources and communicating legal arguments effectively through structured writing assignments. Emphasis is placed on clarity, organization, and proper use of legal terminology, with a focus on foundational research and introductory legal writing. **Typically offered:** On Demand

PSC-2402 Metropolitan Government and Politics (3 Credits). Requisite(s): PSC-1100. This course will examine the evolution of major metropolitan issues, agencies, and forms of government. Municipal governments dramatically impact the day-to-day lives of citizens. City governments impact areas from education and public safety to transportation, and they also address basic needs: making sure the trash gets taken out, the water runs, and that people are safe from crime. However, cities face serious limitations and political constraints when they choose to act. The course will include field trips to visit local governments and metropolitan agencies in the New York metropolitan area. **Typically offered:** On Demand

PSC-2403 Campaigns and Electoral Behavior (3 Credits). Requisite(s): PSC-1100. This course covers the essentials of political campaigns, election rules, and electoral politics. It emphasizes the institutions associated with political campaigns and the impact these institutions have on electoral behavior. Knowledge about competitive campaign plan. The course will incorporate key theories about inter-party and intra-party electoral competition while analyzing the political incentives and tradeoffs which shape the actions of political candidates and determine their success in elections. **Typically offered:** On Demand

PSC-2408 State and Local Government (3 Credits). Requisite(s): PSC-1100. This course examines the relationship between state/local governments and the federal government starting with the delineation of authority in the Constitution. It focuses on the basic institutions as well as a broad spectrum of public policy issues that affect governing in the states. The primary objective of the course is to acquaint students with the complexities of state government and state politics. Upon successful completion of

the course students should acquire considerable knowledge about comparative state government and politics in the states. **Typically offered:** On Demand

PSC-2501 Women and Politics (3 Credits). Requisite(s): PSC-1000 or PSC-1100. This course analyzes women in American political life. It also examines the transforming impact that women's actions have on the political process and American political life and how politics impact on women in society in the cases of the rights of women in empowerment and education and familial and reproductive rights. **Typically offered:** On Demand

PSC-2502 Government and Business (3 Credits). Requisite(s): Sophomore standing. This course teaches about government-business relations with a specific focus on the United States: Its early origin, evolution and general context, business influence on government, and the impact and relevance of various government policies for business. **Typically offered:** All Sessions

PSC-3001 Politics of Latin America (3 Credits). Requisite(s): PSC-2000 or PSC-2100 This course exposes students to Latin American politics: the historical, social, cultural, economic and international contexts of politics, political development, institutions and democracy in the region. **Typically offered:** On Demand

PSC-3002 Politics of Africa (3 Credits). Requisite(s): PSC-2000 or PSC-2100. The course presents a survey of the dynamic politics of Africa, covers historical, cultural, economic and global forces underlying this dynamism, and exposes students to significant variation in political order, stability, political regimes and institutions and socio-economic development across the region. **Typically offered:** Fall Session

PSC-3003 Politics of Asia (3 Credits) Requisite(s): PSC-2000 or PSC-2100. This course exposes students to the politics of Asia: its historical, cultural and international context, regime types and political institutions, political culture, political economy and public policy in the region. **Typically offered:** On Demand

PSC-3004 Politics of the Middle East (3 Credits). Requisite(s): PSC-2000. This course presents a survey of the politics of the Middle East, covering a variety of issues in the region's politics like this historical making of the modern Middle East, the people, culture, economy and politics of the region, the Israeli Palestinian conflict and the international politics of the region. It also offers select country profiles. **Typically offered:** On Demand

PSC-3005 The United Nations (3 Credits). Requisite(s): PSC-2000; PSC-2100 or GLS-1101. This course introduces students to the most important multilateral international organization in contemporary world politics: the United Nations (UN). Specifically, students learn about the origin and history of the UN, its structure, main bodies and agencies, and challenges and opportunities that the UN faces in the 21st century. **Typically offered:** On Demand

PSC-3101 United States Congress (3 Credits). Requisite(s): PSC-1100; one PSC course 2000 level or higher. This course is a study of the legislative power in the United States originating with the powers granted in the United States Constitution. Emphasis will be placed on the political dynamics shaping

the institution as well as contemporary functions and procedures of Congress. Historical trends of the institution will be addressed to provide context for contemporary legislative politics. **Typically offered:** On Demand

PSC-3102 The American Presidency (3 Credits). Requisite(s): PSC-1100*;* one PSC course level 2000 or higher. This course is a study of the executive power in the United States originating with powers granted in the United States Constitution. Emphasis will be placed on the political dynamics shaping the institution as well as contemporary functions and actions of the President. Historical trends of the institution will be addressed to provide context for contemporary executive politics. **Typically offered:** On Demand

PSC-3103 Law and American Judicial Process (3 Credits). Requisite(s): PSC-1100, one PSC course 2000 Level or higher. This course is a study of the judicial power in the United States originating with powers granted in the United States Constitution. Emphasis will be placed on the political dynamics shaping the institution as well as contemporary functions and actions of the judiciary. Historical trends of the institution will be addressed to provide context for contemporary judicial politics. **Typically offered:** On Demand

PSC-3110 Legal Research and Writing II (3 Credits). Requisite(s): PSC-1300; PSC-2110. Legal Research and Writing II builds on foundational legal research and writing skills by focusing on the application of legal analysis in professional contexts. Students develop proficiency in drafting legal memoranda, client communications, and basic legal documents. Emphasis is placed on organizing legal arguments, applying law to facts, revising written work, and using appropriate citation formats. As a capstone course in the A.A.S. in Paralegal Studies, this course requires students to integrate research, analysis, and writing skills into comprehensive, practice-oriented assignments that reflect real-world legal tasks. **Typically offered:** On Demand

PSC-3120 Civil Litigation and Procedure (3 Credits). Requisite(s): PSC-1300; PSC-2110. This course introduces the civil litigation process in the United States, from the initiation of a lawsuit through trial and appeal. Students examine the roles of parties, attorneys, and courts; the stages of litigation, including pleadings, discovery, motions, trial, and post-trial procedures; and the rules governing civil procedures. Emphasis is placed on the practical responsibilities of paralegals in supporting litigation, including case management, document preparation, and coordination of legal processes. **Typically offered:** On Demand

PSC-3311 The Chinese Economy (3 Credits). Requisite(s): ECO-1201. This course discusses the Chinese model of economic development focusing on its transformations since 1978, the changing relation between China and the United States, and consequences of China's rise as a global player. **Typically offered:** On Demand

PSC-3401 Constitutional Law I: Government Structures (3 Credits). Requisite(s): PSC-1100; one PSC course 2000 level or higher. This course examines the structures of American government as laid out by the United States Constitution primarily through a case law approach. This section of constitutional law will

focus on the allocation of power among the branches of the federal government, the states and the people. Some of the topics will include congressional and presidential power, the federal judiciary and the role of federalism. As the first section in constitutional law, this course will tie may of the legal areas to the constitutional theory of the founding generation and provide context for the development of constitutionalism in the United States. **Typically offered:** On Demand

PSC-3402 Constitutional Law II: Civil Liberties (3 Credits). Requisite(s): PSC-1100; one PSC course 2000 Level or one CJ course. This course examines the rights and liberties granted to Americans as laid out by the United States Constitution primarily through a case law approach. This section of constitutional law will focus on those rights incorporated into the Bill of Rights and made applicable to the states through the Fourteenth Amendment. Emphasis will be given to freedoms granted by the First Amendment - freedom of speech, through belief, and associate. The basic rights granted to individuals by the US Constitution will be discussed in depth as well as their implications and limits. **Typically offered:** On Demand

PSC-3500 Political Theory (3 Credits). Requisite(s): one PSC course 1000 level; one PSC course 2000 level. This course will explore influential thoughts concerning some of the biggest questions regarding society and the proper type of political regime. The course analyzes the greatest debates in political theory such as - What is the purpose of government? What is human nature? What is a good life? And how should we balance individual freedoms with communal responsibilities? To answer these questions, students will be taught different frameworks of political thought and asked to utilize these frameworks to assess the ethics and morality of each approach. **Typically offered:** Spring Session

PSC-3501 Political Themes in Media (3 Credits). Requisite(s): one PSC course 1000 level; one PSC 2000 level. This course will explore influential political themes in entertainment media. The entertainment industry engages in topics directly relevant to politics and political ideology. Some of the most famous and influential works deal with war, government corruption, conspiracy theories surrounding political figures, electoral campaigns, economics, and foreign policy. This course will focus on the narrative presented to us by the entertainers. Depending on the producer, the media's argument or stance on a political issue may be either explicit or subtle. Their goal may be to simply educate or stir the audience to action. We will discuss whether these works really convey historical reality, create mythology, or both. The course will engage with the political impacts of influential works, their reception, and the impact these political themes have on politics. **Typically offered:** On Demand

PSC-3502 September 11 and its Legacies (3 Credits). Requisite(s): PSC-1000 or PSC-1100. This course examines the September 11 (9/11), 2001 attacks as a transformative political event. Its lasting consequences are not just global and national, but also local as it directly affected the students, faculty, and staff of St. Francis College. Specifically, it analyzes why and how the attacks occurred, the institutional and policy responses they produced, and their long-term effects on U.S. governance, international politics, and security practices. Historical and cultural perspectives are incorporated to explore how 9/11 has been interpreted, remembered, and contested over time. Students critically engage questions of power, security, identity, and political memory in the post-9/11 world. **Typically offered:** On Demand

PSC-3990 Paralegal Internship (3 Credits). Requisite(s): PSC-1300; PSC-2110; PSC-3110 (or concomitantly). This course provides students with supervised, practical experience in a legal or law-related setting. Students apply knowledge and skills developed in the AAS in Paralegal Studies to real-world professional environments, including law firms, courts, government agencies, and nonprofit organizations. The course includes a structured internship placement, reflective assignments, and faculty supervision. Together with Legal Research and Writing II, this course serves as a culminating experience for the program. **Typically offered:** On Demand

PSC-3997 Political Science Research Methods (3 Credits). Requisite(s): PSC-1000; PSC-1100; PSC-2000 PSC-2100. Junior Standing. This course introduces students to basic concepts and skills for research in the field of political science and prepares them for writing a thesis in their senior years. Students learn the stages of research: identifying questions, assessing existing literature, identifying the best research tools for those questions, identifying existing data resources, creating a research design for gathering new quantitative and qualitative data, analyzing and weighing different forms of data and drawing defensible conclusions. **Typically offered:** Spring Session

PSC-4990 Internship (1-3 Credits). Requisite(s): any PSC course 1000 level. Students may intern at approved sites under professional supervision. Internships are available with the national, state, and local governments. In addition, internships are available at the United Nations, law firms, museums, and historical societies. Internships must be approved by the department chairperson and are subject to availability. **Typically offered:** All Sessions

PSC-4995 Independent Study (1-6 Credits). Requisite(s): None. This course is for students who have a special subject interest not available among the published catalogue offerings. It is usually limited to students with 3.0 indices or above. Students who believe they qualify must meet with the department chairperson. After approval of the project, the student will seek a departmental professor, and they will draw up a contract specifying the nature of the work. A paper is usually required in this course. **Typically offered:** On Demand

PSC-4998 Political Science Seminar (3 Credits). Requisite(s): PSC-3997. This course provides general guidance and practical support to political science seniors in writing their senior thesis on a topic of their own choices in one of the subdisciplines of political science. **Typically offered:** Fall Session

Project Management (PM):

PM-4010 Project Risk Management (3 Credits). Requisite(s): IT-3301. This course focuses on the principles, strategies, and skills project managers need to successfully and proactively minimize and manage risks associated with projects in today's global environment. Students will learn how to identify, quantify, minimize, monitor and control project risks. They will learn how to distinguish between project risks, threats, opportunities, and obstacles, minimize project risks, maximize project opportunities, and manage project obstacles to achieve project success. **Typically offered:** Spring Session

PM-4020 Finance for Project Managers (3 Credits). Requisite(s): IT-3301. This course is designed to provide an overview of the financial aspects of project management. The students will learn basic financial theory. The course will cover the full life cycle of financial management of a project starting with how projects are funded, budgets are developed and monitored and correction techniques for cost variances. **Typically offered:** Spring Session

PM-4030 Optimizing Project Management Teams (3 Credits). Requisite(s): IT-3301. This course focuses on the human side of project management. Students will learn the principles, concepts, and theories of group formation and dynamics, and will learn how to turn groups into teams. They will learn the qualities, attributes, and skills needed to successfully manage, lead, and motivate project teams. In addition, students will learn effective interpersonal communication skills, leadership strategies, conflict resolution skills, and how to guide and influence others. **Typically offered:** Fall Session

PM-6000 Fundamentals of Project Management (3 Credits). Requisite(s): None. This course is designed to provide an overview of project management practices and the practical application of these standards to business projects in any industry. The participants will learn project management guidelines and how these can be used to address a range of project challenges. Students will be expected to complete exercises which apply what they have learned in a team setting. **Typically offered:** On Demand

PM-6010 Project Risk Management (3 Credits). Requisite(s): PM-6000. This course focuses on the principles, strategies, and skills project managers need to successfully and proactively minimize and manage risks associated with projects in today's world. Students will learn how to identify, quantify, minimize, monitor and control project risks. They will learn how to distinguish between project risks, threats, opportunities, and obstacles, minimize project risks, maximize project opportunities, and manage project obstacles to achieve project success. **Typically offered:** Summer Session

PM-6020 Finance for Project Managers (3 Credits). Requisite(s): PM-6000. This course is designed to provide an overview of the financial aspects of project management. The students will learn the basic financial theory and see how it applies to business cases. The course will cover the full life cycle of financial management of a project starting with how projects are funded, budgets are developed and monitored and correction techniques for cost variances. **Typically offered:** Summer Session

PM-6030 Optimizing Project Management Teams (3 Credits). Requisite(s): PM-6000. This course focuses on the human side of project management. Students will learn the principles, concepts, and theories of group formation and dynamics, and will learn how to turn groups into teams. They will learn the qualities, attributes, and skills needed to successfully manage, lead, and motivate project teams. In addition, students will learn effective interpersonal communication skills, leadership strategies, conflict resolution skills, and how to guide and influence others. **Typically offered:** Spring Session

PM-6995 Ind Study- Project Management (3 Credits). Requisite(s): None. Students who are enrolled in graduate study in Project Management may undertake independent study under the direction of a faculty member. **Typically offered:** On Demand

Psychology (PSY):

PSY-1000 Foundation in Information Literacy & Research (3 Credits). Requisite(s): None. An introductory course to familiarize students with the necessary skills required to successfully engage in independent research. Specifically, students will develop a knowledge base of how to search for information, how to select appropriate sources of information, and to organize information for scientific research purposes. In addition, students will learn the fundamentals of APA style and basic statistics to enhance their empirically based research presentations and papers. **Typically offered:** All Sessions

PSY-1100 General Psychology (3 Credits). Requisite(s): None. General introduction to the basic concepts, methods, and findings of contemporary psychology. This course is part of the General Education program as well as a required course for Psychology majors. **Typically offered:** All Sessions

PSY-1108 Life-Span Development (3 Credits). Requisite(s): None. Designed for students in the College nursing program and covers significant stages of physical, cognitive and psychosocial development from infancy through adulthood. Major theories of human development across the life span are discussed. Related research findings that support our understanding of the human life cycle include topics such as developmental milestones, human interactions/communication, and the biopsychosocial changes that are expected as we age. Each of these will be considered from a cross-cultural perspective. **Typically offered:** All Sessions

PSY-1114 Human Sexuality (3 Credits). Requisite(s): None. A social-psychological approach to the study of human sexual behavior. Students will be introduced to research design and major findings in the field of human sexuality. Topics discussed include physiology and the expression of sexual behaviors, communication, pregnancy and birth, sexuality throughout the lifespan, challenges/difficulties in sexual functioning. Topics are explored in the context of today's American society and from a cross-cultural perspective. **Typically offered:** All Sessions

PSY-1200 Professional Development in Psychology (1 Credit). Requisite(s): None. An overview of professional issues in psychology, including career options for students following bachelor's and master's degrees, suggested elective choices for different career paths, and ethical and professional issues will be discussed. The course must be completed prior to the required internship in junior or senior year (PSY 4420). **Typically offered:** All Sessions

PSY-2100 Introduction to Psychological Research (4 Credits). Requisite(s): PSY-1100. This course is part of the General Education Program and is required as a prerequisite for most psychology courses in the major. An introduction to basic principles of research in psychology, students learn about the scientific method, how to search for and evaluate research, and conduct simple studies to illustrate what has been learned in PSY 1100. Students also learn APA style and basic methods of analyzing data using computer software such as SPSS. A grade of C or better in this course is required to continue in the psychology major/minor program. **Typically offered:** All Sessions

PSY-2130 Addictions I (3 Credits). Requisite(s): PSY-1100 or SOC-1000. This course will review research, theories, and interventions used in the assessment and treatment of different types of addictions

including, but not limited to, substance-abuse and gambling. It builds upon introductory psychology courses and lays a foundation for those students who may be interested in working with populations influenced by addiction. Biopsychological as well as behavioral addictions will be covered. **Typically offered:** Fall Session

PSY-2131 Addictions II (3 Credits). Requisite(s): CJ-3070 or PSY-2130. Review of therapeutic techniques for all forms of addictive behavior. PSY-2201 Developmental Psychology I (3 Credits) Requisite(s): WRI-1100 An examination of biological, cognitive, psychosocial, and socio-cultural aspects of human development from conception through adolescence. A specific focus will be centered on understanding how the dynamic process and interaction of genetic (nature) and environmental (nurture) factors influence and shape individuals' identities and personhood in infancy, childhood and adolescence. This course is part of the General Education program as well as a required course for Psychology majors. **Typically offered:** Spring Session

PSY-2201 Developmental Psychology I (3 Credits). Requisite(s): WRI-1100(441) or HON-5101. An examination of biological, cognitive, psychosocial, and socio-cultural aspects of human development from conception through adolescence. A specific focus will be centered on understanding how the dynamic process and interaction of genetic (nature) and environmental (nurture) factors influence and shape individuals' identities and personhood in infancy, childhood and adolescence. This course is part of the General Education program as well as a required course for Psychology majors. **Typically offered:** All Sessions

PSY-2202 Developmental Psychology II: Adulthood and Aging (3 Credits). Requisite(s): WRI-1100. A study of the adult cycle examining the physical, cognitive, emotional, and behavioral changes throughout early, middle, and late adulthood. These aspects of development will be studied within the context of family, culture and environment. Topics include theories of aging, age-related changes in cognitive processes, intellectual functioning, personality; social relationships, career and educational aspects, as well as physiological changes and psychopathology associated with aging. Multicultural issues will be addressed as they relate to different development periods of aging. **Typically offered:** On Demand

PSY-2209 Introduction to Positive Psychology (3 Credits). Requisite(s): PSY-1100. An investigation into the paradigm shift from mental illness to mental health and the psychology of the whole person. One of the field's central missions is the development of a classification of human strengths and virtues that constitute character. Concepts such as resiliency, human strengths, virtues, as well as empirical research supporting various techniques to enhance optimism, decrease stressors, and significantly increase well-being are explored. **Typically offered:** On Demand

PSY-2229 Psychology of Women (3 Credits). Requisite(s): PSY-1100 or SOC-1000. An overview of understanding women from a psychological perspective. Course topics such as gender, relationships, communication, sexuality and work will form the core of issues through which we will explore women, their contributions and their struggles. By reviewing the latest research findings and theoretical underpinnings of women's issues, you will gain an appreciation for women's studies and women. **Typically offered:** On Demand

PSY-2230 Educational Psychology (3 Credits). Requisite(s): PSY-1100. This course applies psychological theories and research findings to educational practices of teaching, learning, and classroom management. Topics include human growth, development, and learning theories, effective teaching methods, instruction and classroom management skills, and technology-assisted education. A grade of B or higher in this course is required for admission into the teacher education program, and field experience for 15 hours is also included. **Typically offered:** On Demand

PSY-2233 The Psychology of the Exceptional Child (3 Credits). Requisite(s): PSY-1100. Minimum GPA 2.75. This course considers the physical, intellectual, emotional, and social characteristics of the atypical child. It explores discrepancies in growth and development, learning disabilities, behavioral and societal problems of the gifted and handicapped, and the implications for curriculum and instruction to meet and exceed state and local learning standards. This course fulfills part of the Special Education requirement for NY State Certification and New York City teaching licenses. **Typically offered:** On Demand

PSY-3300 Statistical Methods in Psychology (4 Credits). Requisite(s): MAT-1104 or higher; PSY-2100. Covers the use of statistics in psychology including descriptive and inferential techniques, prediction, and tests of significance. The use of computer programs such as SPSS in statistical analysis is emphasized. Prepares students for employing statistical analyses during the thesis sequence in PSY 4998/4999. **Typically offered:** All Sessions

PSY-3301 Qualitative Research in Psychology (3 Credits). Requisite(s): PSY-3300. An overview of the theoretical and philosophical background of qualitative research methods in psychology is provided in comparison to those of quantitative research methods. Fundamental skills to conduct a qualitative study are taught using various hands-on activities such focus group discussions and interviews. Students participate collaboratively with their classmates and their instructors to analyze/interpret provided data sets. Students will design a qualitative study and collect and report the findings in an APA Style paper. This course is especially helpful for those wishing to pursue a graduate degree. **Typically offered:** On Demand

PSY-3305 Learning & Memory (3 Credits). Requisite(s): PSY-2100, two 2000-level PSY courses. This course will provide you with an introduction to the principles of learning theory as well as discussions of significant research findings in the areas of learning, memory, motivation, and behavior modification. **Typically offered:** Spring Session

PSY-3307 Theories of Personality (3 Credits). Requisite(s): PSY-2100; two 2000-level PSY courses. A comparison of principal personality theories with special focus on the development of personality as well as its structure and behavioral implications. **Typically offered:** Spring Session

PSY-3312 Social Psychology (3 Credits). Requisite(s): PSY-2100; two 2000-level PSY courses. This course is designed to provide an overview of social psychology and to discuss applications of the material to your everyday life. Research related to cognition, attitudes, persuasion, conformity, dissent, and the power of group situations will be discussed. We will also focus on interpersonal processes with special attention to both prosocial and antisocial behaviors. Topics in areas such as conformity, obedience, sexual

attitudes and behavior, aggression, prejudice, and the distinction between the view of human nature as stemming from biological versus social influences (i.e., nature vs. nurture debates) will be addressed. **Typically offered:** Fall Session

PSY-3320 Cognitive Psychology (3 Credits). Requisite(s): PSY-2201; two 2000-leve PSY courses. This course is an introduction to the science of cognitive psychology. Cognition deals with information processing and problem solving. In this course we will discuss the cognitive approach to psychology which looks on humans as a complex computer. There are input, processing aspects, and output. In our case the input is from our senses, the processor is our brain, and the output is an observable behavior. We will cover topics such as perception, concept formation and category learning, language, decision making, and memory. **Typically offered:** Fall Session

PSY-3380 Cross-Cultural Psychology/Communication (3 Credits). Requisite(s): GLS-1240 or GLS-1241 or PSY-2100 or PSY-2201 or PSY-2202. The course focuses on both the universal and the culture-specific aspects of human behavior, as well as theories, and research methods in the field of cross-cultural and multicultural psychology. Topics including concepts of self, development, cognition, emotion, prejudice, views of morality, attractiveness, cultural competence, and mental health issues (in and across societies) will be introduced and discussed. **Typically offered:** Spring Session

PSY-3381 Children and Adolescents in a Cross-Cultural Perspective (3 Credits). **Requisite(s):** PSY-3380. A broad review of primary sources examining how children and adolescents around the world develop and are socialized. Emphasis is placed on cross-cultural findings on topics such as attachment, parenting, schooling, peer relations, socialization, and immigration. Issues relating to children and adolescents growing up in American immigrant families are also explored. **Typically offered:** On Demand

PSY-3401 Forensic Psychology (3 Credits). Requisite(s): PSY-2100; two PSY courses 2000-level or higher. This course explores the field of forensic psychology including landmark legal cases relevant to psychology, potential careers in forensic psychology, expert testimony, forensic psychological assessment, psychopathy, ethics, and issues in working in the juvenile justice system. **Typically offered:** All Sessions

PSY-3402 Health Psychology (3 Credits). Requisite(s): PSY-2100*;* two PSY courses 2000-level or higher. Theoretical and applied perspectives on health behavior and change. Topics include stress, illness, social support, risky health behavior, health promotion and prevention. **Typically offered:** All Sessions

PSY-3403 Industrial/Organizational Psychology (3 Credits). Requisite(s): PSY-2100; two PSY courses 2000-level or higher. This course examines major theories in IO Psychology and delves into ethical, legal, and social issues in organizations and the workplace. Topics include motivation, attitudes, and emotions in the workplace, diversity and social justice issues, training and development, leadership, and group dynamics in organizations. **Typically offered:** All Sessions

PSY-3409 Abnormal Psychology (3 Credits). Requisite(s): PSY-2100; two PSY courses 2000-level or higher. An examination of abnormal behavior focusing on DSM-5 diagnoses. Discussion will incorporate differing views of the etiology and treatment of abnormal behavior such as schizophrenia and depression from different theoretical and historical perspectives. Classification of abnormal

behavior in consideration of biological, psychosocial, and socio-cultural viewpoints are discussed. **Typically offered:** All Sessions

PSY-3411 History and Systems of Psychology (3 Credits). Requisite(s): PSY-2100; two PSY courses 2000-level. The history of modern psychology since the 17th century. Emphasis is placed upon the major schools of thought including structuralism, functionalism, behaviorism, psychoanalysis, and humanistic psychology. **Typically offered:** On Demand

PSY-4000 Seminar in Psychology (3 Credits). Requisite(s): Four PSY courses at 3000 and 4000 level. One course must be PSY-3380 (Cross-Cultural Psychology) or PSY-3411 An in-depth examination of one topic chosen to reflect an intersection between the interests of our students, specialties of the instructors, and current trends in the field of psychology. Topics include, but are not limited to, cross-cultural and international psychology, relationships and attachment, animal cognition and behavior. **Typically offered:** Fall and Spring Sessions

PSY-4001 Seminar: Intro to School Psychology (3 Credits). Requisite(s): four PSY courses. This course covers one topic for each section offered. Topics include but are not limited to the psychology of multiculturalism, cross-cultural and international psychology, school psychology, clinical and counseling psychology, health psychology, and forensic psychology. Topics are chosen to reflect both the interests of the students and current areas of concern in psychology. Students are allowed to take two seminar courses. **Typically offered:** Fall Session

PSY-4002 Seminar: Clinical Psychology (3 Credits). Requisite(s): four PSY courses. This course covers one topic for each section offered. Topics include but are not limited to the psychology of multiculturalism, cross-cultural and international psychology, school psychology, clinical and counseling psychology, health psychology, and forensic psychology. Topics are chosen to reflect both the interests of the students and current areas of concern in psychology. Students are allowed to take two seminar courses. **Typically offered:** On Demand

PSY-4003 Seminar: International Psychology (3 Credits). Requisite(s): four PSY courses. This course covers one topic for each section offered. Topics include but are not limited to the psychology of multiculturalism, cross-cultural and international psychology, school psychology, clinical and counseling psychology, health psychology, and forensic psychology. Topics are chosen to reflect both the interests of the students and current areas of concern in psychology. Students are allowed to take two seminar courses. **Typically offered:** On Demand

PSY-4004 Seminar: Multiculturalism (3 Credits). Requisite(s): four PSY courses. This course covers one topic for each section offered. Topics include but are not limited to the psychology of multiculturalism, cross-cultural and international psychology, school psychology, clinical and counseling psychology, health psychology, and forensic psychology. Topics are chosen to reflect both the interests of the students and current areas of concern in psychology. Students are allowed to take two seminar courses. **Typically offered:** Spring Session

PSY-4005 Seminar: Human Resources (3 Credits) Requisite(s): four PSY courses. In this course, students will examine the various functions within the discipline of Human Resource Management. Students will explore the responsibilities within the four major areas of the discourse including Training and Development, Recruitment and Selection, Compensation and Benefits, and Employee Relations. Students will engage the material through methodologies such as mock interviews, class discussions, and analytical review of case studies, reading, reflection writing, and presentations. **Typically offered:** Spring Session

PSY-4006 Seminar: Multicultural Counseling and Healing (3 Credits). Requisite(s): four PSY courses This seminar focuses on multicultural counseling, psychotherapy, and healing as seen from a global perspective. Topics of the seminar include the role of culture in the treatment of culturally diverse population in the United States; shamanism; healing and therapeutic traditions in Africa, Asia, the Americas, and the Arab world; the role of women as healers; psychological principles common to therapy and healing across cultures; counseling refugees; and others. The seminar also includes discussions of the role of religion in traditional healing rituals. The readings include a handbook on culture and healing as well as preprints of a forthcoming book on multicultural counseling, both edited by the instructor. The seminar is especially appropriate for juniors and seniors with a background in psychology in other social sciences. Participants in the seminar will be asked to give a class presentation on a topic of their choice. The course can be used to fulfill the seminar requirement for psychology majors or may be used as a psychology elective. **Typically offered:** On Demand

PSY-4007 Seminar: Sports Psychology Healing (3 Credits). Requisite(s): four PSY courses. This course is designed to help students both learn and then apply practical as well as theoretical information as it relates to the psychology of sport. Various mental training skills that can enhance one's athletic performance will also be covered. Some of the areas related to this class that will be explored this semester include stress, motivation, goal setting, leadership, and imagery. Our personality, as it relates to athletic competition, as well as competition in the real world, will also be investigated. **Typically offered:** Spring Session

PSY-4008 Seminar: Mental Health and Technology (3 Credits). Requisite(s): four PSY courses. This course will discuss the use of technology in the delivery of mental health care (MHC). This new and growing modality has important potential for improving the data collection for research designed to develop and measure evidence-based MHC. Technology, such as new powerful computers and servers, including cloud services, are used to develop and deliver health care to nearly every location in the United States and globally to millions of people in other countries. Students will learn about the technology-based modalities used for the delivery of MHC and will review the future challenges for mental health technologies. **Typically offered:** Spring Session

PSY-4009 Seminar: Positive Psychology (3 Credits). Requisite(s): four PSY courses. Compelling evidence that individuals can increase their happiness by identifying and utilizing their signature strengths has been found in research on positive psychology. This course will focus on the paradigm shift from pathology to strengths-based psychology in the rapidly growing field of positive psychology. Designed to

explore the contemporary research on the science of happiness and meaning as the central theme of positive psychology, we will explore the variables critical to maximizing human potential and fulfillment. Course topics will include optimism, life satisfaction, emotional intelligence, nature of meaning and purpose, humor, signature strengths, self-esteem and sense of self. Additionally, the course will examine how concepts in positive psychology can inform interventions in areas such as personal relationships, family, parenting, school, work and leisure. **Typically offered:** On Demand

PSY-4010 Seminar: Clinical and Counseling Psychology (3 Credits). Requisite(s): four PSY courses.

This seminar is designed to introduce you to the principal concepts involved in the fields of clinical and counseling psychology. The course will require integration of knowledge from other psychology courses (e.g., general, abnormal) as well as the ability to apply new material. The purpose of this seminar is to familiarize you with the disciplines of clinical and counseling psychology and to teach basic therapeutic techniques. **Typically offered:** On Demand

PSY-4012 Seminar: Behavior Modification (3 Credits). Requisite(s): PSY-110; two PSY courses at 300/400 level. This course is based upon the Psychology of learning and reviews some basic concepts in the study of learning. Lectures then move on to focus on the various forms of behavioral treatments for psychological disorders. It includes a 15-hour field placement in a behavioral treatment setting which can include schools and mental health treatment programs. Open to Psychology Majors and other majors with permission. **Typically offered:** On Demand

PSY-4013 Seminar: Human Life Cycle in Cross Cultural Perspective (3 Credits). Requisite(s): None. Cross-cultural psychologists, anthropologists and historians have studied the human life cycle in a considerable variety of Western and non- Western cultures. In this context, infancy, childhood, and adolescence have received special attention. This course includes a broad selection of primary sources that portray how humans all around the world have conducted and reflected upon their lives. Students will be exposed to cutting-edge research in international psychology and anthropology. **Typically offered:** On Demand

PSY-4015 Seminar on Human-Animal Interaction: Animal Assisted Therapy and Activities (3 Credits). Requisite(s): three PSY courses from 3000/4000 levels. This course will broadly focus on the relationships and interactions between humans and nonhuman animals. Theoretical and practical aspects will be discussed regarding Animal Assisted Therapy (AAT) and Animal Assisted Activities (AAA). Specifically, we will discuss interactions with animals such as therapeutic treatments in a hospital or home environment, as well as animals that assist individuals such as in the case of search and rescue as well as those who assist with various handicaps (e.g., seeing-eye dogs). **Typically offered:** On Demand

PSY-4017 Seminar: Attachment and Attraction the Science of Human Relationships (3 Credits) Requisite(s): PSY-1101; two PSY courses at 300/400 level. Relationship science is a multidisciplinary field which draws from subject areas such as psychology, biology, sociology, anthropology, etc. A variety of perspectives all converge to help determine what leads some relationships to flourish, while others are

doomed to fail. This course will examine the neuropsychological, biological, evolutionary, and sociological perspectives of human bonding. As a class we will look at attachment from birth until death to determine what leads to a lasting relationship. Attraction, mating, love, commitment, and divorce will all be discussed, as well as implications for this science in our everyday lives and its impact on life satisfaction and well-being. Briefly stated, the objectives include (though are not limited to): Improve your understanding of relationship science and the various disciplines which comprise it; Critically examine pair bonding from a variety of different psychological perspectives; Examine attachment theories and their implications for development; Understand the components of attraction and how this leads to bonding; Assess the studies that have been done and determine what we still need to research; and Discuss the real world implications for this science. **Typically offered:** On Demand

PSY-4018 Seminar: Decision Making & Prob Solving the Science of Human Relationships (3 Credits). Requisite(s): PSY-1101; two PSY courses at 300/400 level. The goal of this course is to support the development of critical thinking skills and to provide students with a more complete foundation for decision making. Various problem-solving strategies will be discussed such as persuasion, probability, logic, and framing. We will discuss real world scenarios, such as advertising, and how our decision-making process is affected by both conscious and non-conscious psychological processes. **Typically offered:** On Demand

PSY-4020 Seminar: Forensic Psychology (3 Credits) Requisite(s): PSY-1101; two PSY courses at 3000/4000 Level. This course is an introduction to the science of forensic psychology. Students will be exposed to psychological and legal issues relevant to various specialties within the field including adjudicative competence, security clearances and parental fitness. Other areas covered include overview of the American legal system; an overview of the American mental health system; legal research and writing; psychological research and writing; ethical issues in forensic psychology; legal ethics; and career choices. **Typically offered:** On Demand

PSY-4021 Seminar: Introduction to Animal Assisted Therapy (3 Credits). Requisite(s): PSY-1101; two PSY courses at 300/400 level. This course introduces a rational and theoretical framework for students interested in human animal bonds and how these can produce psychological and physical health benefits. Special populations for which AAT will be considered include geriatric and Alzheimer's patients in long-term health care facilities, children with psychological disturbance, veterans and domestic violence survivors diagnosed with PTSD (post- traumatic stress disorder). This course will aid students in introducing AAT as an adjunct to the existing practice of an agency or provider. **Typically offered:** On Demand

PSY-4022 Seminar: Health Psychology Therapy (3 Credits). Requisite(s): PSY-1101; two PSY courses at 300/400 level. This course will examine how psychological, biological, and social factors affect physical and mental health. The course will examine theoretical and empirical research in psychology and related fields and cover several topics such as theories of health promotion and prevention, personality and health, the psychology of risky health behaviors, stress, coping with chronic illness, psychoneuroimmunology, social relationships and health, and psychological barriers to health behavior change. The course will be

taught primarily from a social-psychological perspective but will also be drawn from other perspectives such as clinical psychology. **Typically offered:** On Demand

PSY-4023 Seminar: Persuasion & Propaganda Therapy (3 Credits). Requisite(s): PSY-1101; two PSY courses at 300/400 level. This course will examine the use of persuasion and propaganda from psycho-socio-political viewpoints. Persuasion permeates our lives. Every day we are inundated with persuasive messages, whether it is from the media, our politicians, the food labels we see in our grocery stores, or individuals selling a product. Research has shown that individuals are susceptible to persuasion, so much so that many of our choices and life decisions are swayed without our knowledge or understanding of how or why we make the choices that we make. Being informed and prepared are some of basic tools needed to overcome the traps of persuasion. Students will benefit from this seminar in that critical thinking and perspective taking are part and parcel to seeing through or even developing persuasive techniques. An interdisciplinary focus will enhance an appreciation of how politics, the media and societal trends are undoubtedly interrelated. **Typically offered:** On Demand

PSY-4024 Human Morality in Cultural Perspective (3 Credits). Requisite(s): PSY-1101; two PSY courses at 300/400 level. Many scholars and researchers in various disciplines such as philosophy, psychology, education, business, medical fields, and so on have studied human moral behaviors, broadly defined, because understanding human morality helps us widen our world view, establish ways of life desirable and contributing, develop safe and fair societies as well as sharpen our critical thinking skills and grow as matured citizens. Particularly if we approach human morality from cultural perspective, it can lead us to appreciate the importance of diversity in societies and equip oneself with openness, generosity, and harmonious lifestyles. This course provides an overview of the philosophical underpinnings and the empirical (psychological) research findings on human morality in cultural (as well as universal) perspective. The first phase of the course presents the philosophical foundations of the current understanding of morality. And then, it introduces various empirical approaches to human morality in, for example, evolutionary, neuroscientific, psychological, and educational fields. Finally, the course unfolds cultural aspects of morality to help students construct more comparable and realistic views and understanding of humans. Students will read, understand, and discuss topics in book chapters as well as published studies in academic journals. Students' achievements will be assessed by their participation to class discussions, responses to reading questions, three commentary essays on readings/discussions, and a final paper. **Typically offered:** On Demand

PSY-4025 Seminar: Humanistic Psychology (3 Credits). Requisite(s): PSY-1101; two PSY courses at 300/400 level. This course is designed to assist you in understanding the origins and development of humanistic psychology. Humanistic Psychology serves as an orientation to experience psychology from a holistic standpoint. In other words, 'the psychology of being human' demonstrates respect for the dignity of human worth, open-mindedness towards differential approaches to human experience, and interest in the exploration of novel ways of human thought and behavior. We will examine the theories of humanistic psychology and implore a strong 'theory of mind' to understand humanistic psychological practices. **Typically offered:** On Demand

PSY-4026 Seminar: Psychology of Emotions (3 Credits). Requisite(s): PSY-1101; two PSY courses at 300/400 level This course will provide an examination of theoretical perspectives and research on human emotions. Course topics will include basic emotional processes, emotion regulation, emotional awareness, as well as the role of emotions in psychiatric disorders. **Typically offered:** On Demand

PSY-4028 Seminar: Psychology of Prejudice & Discrimination (3 Credits). Requisite(s): PSY-1101; two PSY courses at 300/400 level. This course will provide an overview of theoretical perspectives, research methods, empirical findings, and practical applications of psychological research on prejudice and discrimination. We will examine in depth several issues that are central to research in this area. The topics include, but are not limited to: the development of prejudice among children, the role of cognitive, social, personality, and motivational factors in maintaining prejudice, the psychological consequences of prejudice and discrimination, research on specific types of prejudice such as racism, sexism, and ageism, and strategies for reducing prejudice, discrimination, and intergroup conflict. **Typically offered:** On Demand

PSY-4029 Seminar: Child/Adolescent in Global Societies (3 Credits). Requisite(s): four PSY courses. During the last several decades, scholars and researchers in various disciplines have studied how children and adolescents develop in societies across the globe. In this context, such topics as infants' early interaction with caregivers, children's socialization throughout the school-ages, and adolescents' self-seeking journeys have been popularly examined in terms of cultural specificities. More recently, however, as globalization prevails from one place to another to more profound levels, the developmental trends of those young generations seem to evolve in some directions that we have never seen or experienced. This course reviews the cornerstones of developmental theories and findings in many Western and non-Western cultures and explores new globalization trends in developmental pathways of children and adolescents. Students will be required to read (book chapters, academic journal articles, and non-profit organizations' trends reports), watch (documentary video clips), and discuss in class. To ensure a realistic understanding of readings and materials, each student will explore specific childrearing or adolescent-developing culture or topic and give a class presentation. **Typically offered:** On Demand

PSY-4360 Psychobiology (3 Credits). Requisite(s): BIO-1101, PSY-2100, two 3000 or 4000-level PSY courses. Study of the brain and the nervous system in relation to behavior. Basic neuroanatomy as well as the organizational structure of the nervous system is discussed. Biological influences are explored in relation to areas of interest such as memory, motivation, emotion, sleep, addiction, and causes/treatments of mental illness. **Typically offered:** Spring Session

PSY-4420 Applied Psychology (3 Credits). Requisite(s): PSY-1200; PSY-3380 or PSY-3411. Supervised fieldwork in selected settings including (but not limited to) schools, hospitals, social service agencies, city and federal agencies, and businesses. Students participate in two class meetings per week on campus where they focus on how previous coursework might be applied in various career paths. Focus is also on professional ethics and assistance in the clarification of student Students are assisted in clarifying their career-related goals. Requires 100-hours of supervised field experience that is pre-approved by the professor. **Typically offered:** All Sessions

PSY-4461 Sensation and Perception (3 Credits). Requisite(s): PSY-1101/PSY-2100*;* two PSY courses at the 3000/4000 level*;* BIO-1101. Overview of the sensory systems, topics include the traditional five human senses (vision, hearing, taste, smell and touch) but more unique topics such as pain perception, phantom limbs, visual and auditory illusions, and sensory mapping are explored. **Typically offered:** Spring Session

PSY-4990 Field Experience in Psychology I (1-3 Credits). Requisite(s): PSY-4420. Instructor approval required. The course provides students with an opportunity to spend a semester working in an approved applied setting in a field of their choosing while working closely with one faculty member. It consists of observation and supervised experience within selected applied settings. **Typically offered:** All Sessions

PSY-4991 Field Experience in Psychology II (1-3 Credits). Requisite(s): PSY-4990. The course provides students with an opportunity to spend a semester working in an approved applied setting in a field of their choosing while working closely with one faculty member. It consists of observation and supervised experience within selected applied settings. **Typically offered:** All Sessions

PSY-4995 Independent Research in Psychology I (1-3 Credits). Requisite(s): PSY-4999. Department chairperson approval required. Individual investigation into the topic of research in psychology under the direction of a faculty member of the department. If interested, please speak to your academic advisor. **Typically offered:** All Sessions

PSY-4996 Independent Study in Psychology II (1-3 Credits). Requisite(s): PSY-4995. Department chairperson approval is required. Individual investigation into the topic of research in psychology under the direction of a faculty member of the department. If interested, please speak to your academic advisor. **Typically offered:** All Sessions

PSY-4998 Experimental Psychology I (4 Credits). Requisite(s): PSY-3300. Must be a junior or senior. The first course is a two-semester senior thesis requirement for all psychology majors (see PSY4999). Research methodology emphasizing experimental design is covered. Students conduct a comprehensive review of research literature on a chosen topic, write a detailed review paper of their research, and develop a research question and hypothesis for implementation in PSY 4499 (Experimental Psychology II). This course partially satisfies the requirement for the senior thesis in psychology. A grade of C or better in this course is required to continue in the psychology major program. **Typically offered:** All Sessions

PSY-4999 Experimental Psychology II (4 Credits). Requisite(s): PSY-4998. Must be a junior or senior A continuation of Psychology I (PSY4998). Students develop research procedures for their proposed experiment from PSY 4998, gather appropriate participants, collect data, conduct statistical analysis, and write a research paper in APA Style. Students also present their projects at the Psychology Science Fair held at SFC. Along with successful completion of PSY4498, this course satisfies the requirement for the senior thesis in psychology. A grade of C or higher in this course is required to continue in the psychology major program. **Typically offered:** All Sessions

PSY-5420 Human Morality in Cultural Perspective (3 Credits). Requisite(s): None. Many scholars and researchers in various disciplines such as philosophy, psychology, education, business, medical fields, and so on have studied human moral behaviors, broadly defined, because understanding human morality helps us widen our world view, establish ways of life desirable and contributing, develop safe and fair societies as well as sharpen our critical thinking skills and grow as matured citizens. Particularly if we approach human morality from cultural perspective, it can lead us to appreciate the importance of diversity in societies and equip oneself with openness, generosity, and harmonious lifestyles. This course provides an overview of the philosophical underpinnings and the empirical (psychological) research findings on human morality in cultural (as well as universal) perspective. The first phase of the course presents the philosophical foundations of the current understanding of morality. And then, it introduces various empirical approaches to human morality in, for example, evolutionary, neuroscientific, psychological, and educational fields. Finally, the course unfolds cultural aspects of morality to help students construct more comparable and realistic views and understanding of humans. Students will read, understand, and discuss topics in book chapters as well as published studies in academic journals. Students' achievements will be assessed by their participation in class discussions, responses to reading questions, three commentary essays on readings/discussions, and a final paper. **Typically offered:** On Demand

PSY-5470 Seminar: Children and Adolescents in a Cross-Cultural Perspective (3 Credits). Requisite(s): None. This seminar focuses on psychosocial and culturally oriented studies of children and adolescents conducted by social scientists in western and nonwestern countries. The goal of the seminar is to arrive at a global understanding of childhood including the cultural, economic, ecological, and political conditions determining developmental trajectories in a wide variety of cultural groups. Open to Honors Students **Typically offered:** On Demand

PSY-6205 Behavioral Perspectives in Learning and Motivation (3 Credits). Requisite(s): None. Graduate students only. The course examines theories and research in the field of learning and motivation and their implications for practice. Biological, cultural and environmental/contextual influences upon motivation are discussed. Focus is on how psychologists can use current knowledge in learning theory, along with motivational factors, in the applied areas of the discipline. These include areas such as education, mental health, and forensics. **Typically offered:** On Demand

PSY-6207 Psychological Assessment and Diagnosis (3 Credits). Requisite(s): None. Graduate students only. This course aims to familiarize students with the field of psychological assessment. The course is designed to develop in students a high level of competence in this discipline by providing up-to-date practical, research, and theoretical information. The emphasis of the course is on measuring behaviors in applied settings and in discussing the practical benefits and the important limitations of psychological assessment. **Typically offered:** On Demand

PSY-6213 Group Theory and Counseling (3 Credits). Requisite(s): PSY-6205. Graduate students only. Provides a conceptual and experiential introduction to group dynamics. Focus includes approaches to group counseling, techniques and styles of group leadership, and the facilitation of group processes in counseling and other situations. It is designed to introduce students to group work with adults, youths, and

children in various settings by conducting counseling groups within the classroom and with the instructor. **Typically offered:** On Demand

PSY-6233 Psychological Aspects of Disabilities (3 Credits). Requisite(s): None. Graduate students only. An integration of information about the medical and social aspects of disability along with the potential psychological problems that may ensue. Functional abilities and limitations will be considered along with the medical and psychological terminology needed to understand physicians' and psychologists' reports. Topics include how societal factors such as stigma and lack of resources may affect those with disabilities as well as the dynamics of adjustment, conflicts that may arise from disabilities, coping mechanisms, and the impact on the individual and their families. **Typically offered:** Fall Session

PSY-6360 Cognitive Neuroscience (3 Credits). Requisite(s): PSY-6205. Graduate students only. It focuses on the neural basis of cognition and the exciting area of neuroplasticity. Readings and discussions center on research in the field pertaining to individuals with and without brain damage using both behavioral and physiological methods. Specific topics of cognition include neural development, memory, language, pain, aphasia, synesthesia, and the biological basis for disorders (e.g., schizophrenia, depression, anxiety, and autism. Brain damage and related rehabilitation is also discussed in relation to neuroplasticity. **Typically offered:** On Demand

PSY-6380 Psychology of Diversity Motivation (3 Credits). Requisite(s): PSY-6205. Graduate students only. An advanced course examining theories, methods and findings in multicultural psychology, with emphasis given to the impact culture has on human perception and experience. Issues such as the complexity of identity, privilege and oppression, and the importance of cultural contexts in counseling and other settings are explored. **Typically offered:** On Demand

PSY-6401 Foundations of Counseling Theory and Clinical Assessment (3 Credits). Requisite(s): PSY-6205. Graduate students only. This course explores different theoretical foundations and their practical implications in psychological counseling. Focus is on various orientations such as psychodynamic, cognitive- behavioral, and humanistic-existential. Students will learn the effectiveness of using different perspectives in treatment. **Typically offered:** On Demand

PSY-6995 Independent Study in Psychology (1-4 Credits). Requisite(s): None. Graduate students only. Independent research and study in a topic in Psychology including submission of a written report. Prerequisites: graduate standing and approval of the department chairperson. **Typically offered:** On Demand

PSY-7012 Behavioral Assessment and Intervention (3 Credits). Requisite(s): PSY-6205. Graduate students only. Expands upon the general principles of assessment introduced in PSY6207 (Behavioral Assessment and Diagnosis) to illustrate applications of assessment to planning and evaluating clinical interventions. Students will gain an understanding of how operant conditioning triggers and maintains behavior and cognition. Behavioral assessment recording and monitoring techniques, including ABA designs, and instruments used in diagnosis will be discussed. A review of how to implement behavior change including the use of shaping, successive approximation, in vitro/in vivo techniques using relaxation and imagery will be reviewed. **Typically offered:** On Demand

PSY-7101 Professional Issues and Ethics (1 Credit). Requisite(s): PSY-6205. Graduate students only. Focuses on standards of professional conduct and ethical issues within the field of psychology. Students will be familiarized with ethics codes and develop an ability to apply these codes to a variety of situations including privacy, treatment of clinical clients, research design, treatment of research participants, and standards of professional conduct within the field. Emphasis is on the development of students' ability to apply ethical standards in a variety of situations. Includes discussions of ethical dilemmas that may arise when working in a variety of settings with clients, research participants, and non-human animals. **Typically offered:** On Demand

PSY-7330 Advanced Experimental Methods & Statistics (3 Credits). Requisite(s): PSY-6205. Graduate students only. Centers on advanced design and statistical analyses in research. Course content includes various methodologies beyond those learned at the undergraduate level. Methodologies focus on core principles of quality research and the importance of understanding the context in which science occurs. A higher order, more complex understanding of data analysis will complement research design discussions and exercises. **Typically offered:** On Demand

PSY-7400 Graduate Seminar (2 Credits). Requisite(s): PSY-6205. Graduate students only. Discusses current research and theories for an in-depth examination of one topic chosen to reflect an intersection between the interests of our students, specialties of the instructors, and current trends in the field of psychology. Topics include, but are not limited to cross-cultural child development, relationships and attachment, and the nature of consciousness. **Typically offered:** On Demand

PSY-7990 Supervised Practicum I (3 Credits). Requisite(s): None. Graduate students only. First part of a two-semester course (see PSY7991). Students apply their coursework and foundational knowledge of psychology in a chosen area of interest by engaging in 300 hours of supervised fieldwork over the two semesters. Approximately one-half (150 hours) of fieldwork should be completed by the end of this course. Students also participate in meetings with their practicum instructor on campus. Placements have included (but are not limited to) schools, hospitals, social service agencies, human resources, city and federal agencies, and businesses. The placement should reflect student career interests and students are responsible for finding their own placements with help from faculty as needed. **Typically offered:** On Demand

PSY-7991 Supervised Practicum II (3 Credits). Requisite(s): PSY-7990. Graduate students only. A continuation of PSY 7990. Students continue their onsite work and complete 300 hours in their practicum field placement. An APA Style paper integrating a research literature review with their practical experiences in the field is required, as well as a presentation to the Department of the culmination of their work for PSY 7990 and 7991. **Typically offered:** On Demand

PSY-7998 Supervised Thesis I (3 Credits). Requisite(s): None. Graduate students only. First part of a two-semester course (see PSY7999). Designed for students interested in further pursuing their graduate career, especially at the doctoral level. With supervision from a research mentor, students develop a research rationale/hypothesis and successfully create a research proposal. After the proposal is approved by a thesis committee, students complete a written literature review on their topic that will serve as the

Introduction section to their final thesis paper. An application for IRB approval will be completed and submitted to their academic committee for review. **Typically offered:** On Demand

PSY-7999 Supervised Thesis II (3 Credits). Requisite(s): PSY-7998. Graduate students only. A continuation of research from Supervised Thesis I (PSY7998). This course will culminate in an APA Style paper that is of publication quality in a peer-reviewed journal. Students orally defend their thesis to the academic committee assembled during Supervised Thesis I (PSY 7998). **Typically offered:** On Demand

Radiation Therapy (RTT):

RTT-1000 Introduction to Radiation Therapy (1-12 Credits). Requisite(s): None. This course is designed to provide an overview of cancer and the specialty of radiation therapy. The current aspects of cancer treatment will be covered. The roles and responsibilities of the radiation therapist will be discussed. In addition, treatment prescription, techniques and delivery will be covered. **Typically offered:** All Sessions

RTT-1010 Medical Terminology (1-12 Credits). Requisite(s): None. This course is designed to introduce the student to terms used by health care professionals. A programmed learning approach to familiarize the student with various medical words, roots, prefixes, suffixes and their combining forms including abbreviations and their applications is utilized. **Typically offered:** All Sessions

RTT-1020 Anatomy and Physiology I (2-12 Credits). Requisite(s): None. This course will introduce the student to anatomy of the human body. Special attention will be given to the sites where cancer may originate and spread. **Typically offered:** All Sessions

RTT-1030 Introduction to Physics I (3-12 Credits). Requisite(s): None. This course is designed to review mathematical concepts and establish a basic knowledge of atomic structure. Also presented is the nature and characteristics of radiation. **Typically offered:** All Sessions

RTT-1040 Patient Care I (2-12 Credits). Requisite(s): None. This course is designed to provide the basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. Emergency patient care procedures are described, as well as infection control procedures using standard precautions. The role of the radiation therapist in patient education is identified. **Typically offered:** All Sessions

RTT-1050 Clinical Radiation Therapy (2-12 Credits). Requisite(s): None. This course is designed to prepare students to understand the basic concepts of radiation therapy treatment. It provides the student with an opportunity to prepare set-up instructions for the competencies they are required to demonstrate. **Typically offered:** All Sessions

RTT-1050L Clinical Radiation Therapy Lab (1-12 Credits). Requisite(s): None. This course is designed to prepare students to practice the basic concepts of radiation therapy treatment. It provides the

student with an opportunity to prepare set-up instructions for the competencies they are required to demonstrate. **Typically offered:** All Sessions

RTT-1080 Clinical Education I (2-5 Credits). Requisite(s): None. This course is designed to introduce the hands-on practice of radiation therapy. This will be accomplished by 5 weeks of intensive on-campus clinical preparation which will include Radiation Safety, Blood Borne Pathogens, CPR, basic introduction to clinical equipment, Clinical Vocabulary, Topographical Anatomy, Linear Accelerator, History of Radiation, Medical Imaging, Brachytherapy, and CT Simulation. Students will then be introduced to the clinical setting where they will be oriented to the facility and observe clinical staff in performance of their duties. Initially through observation, and eventually by demonstrating stated objectives, the student will apply principles learned to the clinical setting. The student will be given the opportunity to acquire specific patient care skills. Student achievement of course objectives is documented by the completion of mid-term and end-of-term evaluations. **Typically offered:** All Sessions

RTT-1090 Ethics and Law (1-12 Credits). Requisite(s): None. This course is designed to provide sequential development, application, analysis, integration and evaluation of ethical concepts and theories as they relate to the practice of radiation therapy. It is also designed for the student to develop and use problem solving and critical thinking skills in discussion of the sources of law, causes of action and litigation processes related to the professional practice of radiologic technology. **Typically offered:** All Sessions

RTT-1100 Imaging and Processing (2-12 Credits). Requisite(s): None. This course is designed to establish a knowledge base in factors that govern and influence the production and recording of digital and/or radiographic images for patient simulation, treatment planning and treatment verification in radiation oncology. Radiation oncology imaging equipment and related devices will be included. **Typically offered:** All Sessions

RTT-1120 Anatomy and Physiology II (2-12 Credits). Requisite(s): None. This course will continue with the introduction of the student to the anatomy of the human body. Special attention will be given to the sites where cancer may originate and spread. **Typically offered:** All Sessions

RTT-1130 Introduction to Physics II (2-12 Credits). Requisite(s): None. This course is designed to expand on the students' knowledge of atomic structure and terminology. The fundamentals of electromagnetic radiation, the characteristics of radiation, its interactions with matter and the units of measurement of ionizing radiation are presented. **Typically offered:** All Sessions

RTT-1141 Patient Care II (2-12 Credits). Requisite(s): None. This course is designed to provide the students with advanced concepts of patient care. Trauma and basic concepts of pharmacology are discussed. The theory and practice of basic techniques of venipuncture and administration of diagnostic contrast agents and/or intravenous medications is included. The appropriate delivery of patient care during these procedures is emphasized. **Typically offered:** All Sessions

RTT-1150 Introduction to Radiation Oncology (2-12 Credits). Requisite(s): None. This course is designed to provide the students with the basics of clinical radiation oncology and the specialty of

radiation therapy. The current aspects of cancer treatment will be covered. The roles and responsibilities of the radiation therapist will be discussed. In addition, treatment prescription, techniques and delivery will be covered. **Typically offered:** All Sessions

RTT-1160 Radiation Protection (1-12 Credits). Requisite(s): None. This course is designed to present principles of radiation protection and safety for the patient, public and radiation therapist. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and health care organizations are incorporated. Specific responsibilities of the radiation therapist are discussed, examined and evaluated. **Typically offered:** All Sessions

RTT-1170 Pathophysiology (2-12 Credits). Requisite(s): None. This course is designed to introduce the student to the concept of diseases. Emphasis will be placed on different types of growth, and causative factors. Etiology and clinical manifestations of disease in all systems will also be described. **Typically offered:** All Sessions

RTT-1180 Clinical Education II (2-5 Credits). Requisite(s): None. This course is intended to introduce the hands-on practice of radiation therapy. Initially through observation, and eventually by demonstrating stated objectives, the student will apply principles learned in Orientation, Introduction to Radiation Therapy, and Patient Care, to the clinical setting. The student will be given the opportunity to acquire specific patient care skills in the treatment room or simulator to which he/she is assigned. Student achievement of course objectives is documented by the completion of mid-term and end-of-term evaluations. Students assigned to simulation must demonstrate simulator objectives and perform the related competencies by the end of the term. **Typically offered:** All Sessions

RTT-1191 Treatment Planning I (2-12 Credits). Requisite(s): None. This course is designed to establish factors that influence and govern clinical planning of patient treatment. Included are isodose description, dosimetrist calculations, compensation and clinical application of treatment beams. Attention is given to the rationale, theory and calculations for each method. Class demonstrations and projects are incorporated to complement specific content areas and are focused on clinical applications. **Typically offered:** All Sessions

RTT-1280 Clinical Education III (2-5 Credits). Requisite(s): None. This course is designed to provide an opportunity for the student to apply his or her recently completed didactic coursework to the clinical setting. In addition to expanded objectives and competencies on the treatment units, the student will present a case study and research paper based on the theoretical content researched. Students assigned to simulation must demonstrate simulator objectives and perform the related competencies by the end of the term. **Typically offered:** All Sessions

RTT-2020 Radiation Biology (2-12 Credits). Requisite(s): None. This course is designed to present basic concepts and principles of radiation biology. The interactions of radiation with cells, tissues and the body, and resultant biophysical events will be presented. Discussion of the theories and principles of tolerance dose, time-dose relationships, fractionation schemes and the relationship to the clinical practice of radiation therapy will be discussed, examined and evaluated. **Typically offered:** All Sessions

RTT-2031 Radiation Therapy Physics (2-12 Credits). Requisite(s): None. This course is designed to review and expand concepts and theories in the radiation physics course. Detailed analysis of the properties of radiation, nuclear transformations, and interactions of ionizing radiation are emphasized. Also presented are treatment units used in external radiation therapy, measurement and quality of ionizing radiation produced, absorbed dose measurement, dose distribution and scatter analysis. **Typically offered:** All Sessions

RTT-2040 Radiation Oncology Nursing (2-12 Credits). Requisite(s): None. This phase of the course will construct a strong foundation in patient care expressly for patients undergoing a course of radiation therapy. This will include skin care, expected and unexpected reactions, as well as psychological considerations. The second phase of the course will present the basics of chemotherapy and how it may affect care required for the radiation therapy patient. **Typically offered:** All Sessions

RTT-2050 Radiation Therapy Techniques I (2-12 Credits). Requisite(s): None. This course is designed to examine and evaluate the management of neoplastic disease using knowledge in arts and sciences, while promoting critical thinking and ethical clinical decision-making. The radiation therapist's responsibility in the management of neoplastic disease will be examined and linked to the skills required to analyze complex issues and make informed decisions while appreciating the character of the profession. **Typically offered:** All Sessions

RTT-2080 Clinical Education IV (2-5 Credits). Requisite(s): None. This course will provide an opportunity for the student to demonstrate mastery of treatment delivery. Emphasis is placed on the student's ability to monitor patient condition and reactions to treatment, and to instruct patients appropriately. Emphasis is placed on the student's ability to evaluate portal images and take appropriate action. The student will continue to demonstrate competencies and be responsible for all items on the competency evaluation including operating the machine console and documenting treatment. Students assigned to simulation must demonstrate simulator objectives and perform the related competencies by the end of the term. **Typically offered:** All Sessions

RTT-2090 Quality Management & Operational Issues (2-12 Credits). Requisite(s): None. This course is designed to focus on the components of quality improvement (QI) programs in radiation oncology. The role of the various radiation therapy team members in continuous quality improvement will be discussed as well as the legal and regulatory implications for maintaining appropriate quality care. Human resource concepts and regulations impacting the radiation therapist will be examined. Billing and reimbursement issues pertinent to the radiation therapy department will be presented. **Typically offered:** All Sessions

RTT-2141 Treatment Planning II (2-12 Credits). Requisite(s): None. This course is designed to review and expand concepts and theories in radiation physics and Treatment Planning I. Optimal treatment planning is emphasized along with particle beams. Stereotactic radiation, brachytherapy and emerging treatment technologies are presented. **Typically offered:** All Sessions

RTT-2150 Radiation Therapy Techniques II (2-12 Credits). Requisite(s): None. This course is designed to examine and evaluate the management of neoplastic disease using knowledge in arts and sciences, while promoting critical thinking and the basis of ethical clinical decision making. Oncologic emergencies and management of such will be discussed. The radiation therapist's responsibility in the management of neoplastic disease will be examined and linked to the skills required to analyze complex issues and make informed decisions while appreciating the character of the profession. **Typically offered:** All Sessions

RTT-2160 Cross-Sectional Anatomy (2-12 Credits). Requisite(s): None. This course is designed to introduce the student to medical imaging methods in use in radiation therapy today. The student will identify anatomical structures through several imaging formats. Anatomic relationships will be compared using topographical and cross-sectional anatomy. **Typically offered:** All Sessions

RTT-2170 Principles of Ct in Radiation Therapy (2-12 Credits). Requisite(s): None. This course's content provides Radiation Therapy students with principles related to Computed Tomography (CT) imaging. **Typically offered:** All Sessions

RTT-2180 Clinical Education V (2-5 Credits). Requisite(s): None. For students assigned to a treatment unit, this course is designed to provide an opportunity for the student to demonstrate mastery of treatment delivery. Emphasis is placed on the student's ability to monitor patient condition and reactions to treatment, and to instruct patient appropriately. Emphasis is placed on the student's ability to evaluate portal images and take appropriate action. The student will continue to demonstrate competencies and be responsible for all items on the competency evaluation including operating the machine console and documenting treatment. Students assigned to simulation must demonstrate simulator objectives and perform the related competencies by the end of the term. **Typically offered:** All Sessions

RTT-2190 Career Development (1-12 Credits). Requisite(s): None. This course is designed to introduce the student to a comprehensive approach to career development & planning. Students will examine self-awareness and career exploration which should then be incorporated into self-marketing techniques leading to long term effective career decision making. Students will be exposed to useful job searching techniques necessary in today's job marketplace. **Typically offered:** All Sessions

RTT-2290 Registry Review (3-12 Credits). Requisite(s): None. This course is designed as a comprehensive review of the radiation therapy curriculum. It is designed to be both a review and detailed guide, with questions and answers, for students preparing to successfully pass the Registry examination administered by the ARRT. All subject areas will be reviewed and learning strategies discussed. **Typically offered:** All Sessions

Radiography (RTR):

RTR-1000 Fundamentals of Radiologic Sciences (1-12 Credits). Requisite(s): None. A course in study was designed to provide an overview of the foundations in radiography and the practitioner's role in the health care delivery system. Principles, practices and policies of the health care organization are examined

and discussed, in addition to the professional responsibilities of the radiographer. **Typically offered:** All Sessions

RTR-1001 Image Analysis I (1-12 Credits). Requisite(s): None. This course prepares students to evaluate radiographic images to ensure quality assurance standards are met. Image analysis guidelines, including characteristics of optimal images; image display; and terminology will be discussed. **Typically offered:** All Sessions

RTR-1010 Medical Terminology (1-12 Credits). Requisite(s): None. This course teaches the student how to properly incorporate medical terminology into the vocabulary. Students will learn the etymology of medical terminology; word-building processes; abbreviations; and practical applications within the health care field, including how to interpret requisitions and medical reports. Included in the course are correct pronunciation, spelling, and application of terms. **Typically offered:** All Sessions

RTR-1020 Human Structure and Function I (3-12 Credits). Requisite(s): None. This course is the first in a two-part survey of the human body and how it functions. Cells, tissues, and physiology will be examined, in addition to the following body systems: Skeletal, muscular, digestive, reproductive, and respiratory. The mechanisms of disease, as well as growth and development, will also be investigated. **Typically offered:** All Sessions

RTR-1030 Intro to Principles of Radiographic Expo (3-12 Credits). Requisite(s): None. This introductory course provides students with basic knowledge of atomic structure, electricity, and electro basics. The foundations for radiation-producing equipment; the production of radiation; radiation safety; and radiation interaction with matter will be established. **Typically offered:** All Sessions

RTR-1040 Patient Care I (2-12 Credits). Requisite(s): None. This course is the first in a two-part series that equips students with the knowledge to care for patients in the healthcare setting. Students will learn how to safely and effectively deliver care to a diverse patient population. **Typically offered:** All Sessions

RTR-1050 Radiographic Procedures I (2-12 Credits). Requisite(s): None. This course is the first of four that reviews anatomy, patient positioning, and projections of essential radiography procedures. Students are concurrently enrolled in Image Analysis and Laboratory courses that correspond with the Procedures course. **Typically offered:** All Sessions

RTR-1050L Radiographic Procedures Lab I (1-12 Credits). **Requisite(s):** None. This course is the first of four that reviews anatomy, patient positioning, and projections of essential radiography procedures. Students are concurrently enrolled in Image Analysis and Laboratory courses that correspond with the Procedures course. **Typically offered:** All Sessions

RTR-1080 Clinical Education I (3-5 Credits). Requisite(s): None. Content and clinical educational experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize and evaluate concepts and theories in the performance of radiologic procedures. The first five weeks provide the student an introduction to patient care and clinical practices; radiation safety; clinical policies and procedures; and an overview of clinical progression required to complete the program. The remaining

eight weeks allow for the student to utilize didactic concepts in the clinical setting. Through structured, sequential, competency-*based* clinical assignments, concepts of team practice; patient care and assessment; professional development; and competent performance of radiologic imaging and total quality management are discussed, examined, and evaluated. **Typically offered:** All Sessions

RTR-1090 Ethics and Law in Radiologic Sciences (1-12 Credits). Requisite(s): None. Content provides a foundation in ethics and law related to the practice of medical imaging. An introduction to terminology, concepts and principles will be presented. Students will examine a variety of ethical and legal issues found in clinical practice. **Typically offered:** All Sessions

RTR-1101 Image Analysis II (1-12 Credits). Requisite(s): None. This course prepares students to evaluate radiographic images to ensure quality assurance standards are met. Image analysis guidelines, including characteristics of optimal images; image display; and terminology will be discussed. **Typically offered:** All Sessions

RTR-1120 Human Structure and Function II (3-12 Credits). Requisite(s): None. This course is a continuation of RTR 1020. A survey of cells, tissues, and pathologies is conducted. Additionally, the following body systems are examined: blood, heart, integumentary, nervous, endocrine, lymphatic, urinary, and reproductive. The fundamentals of sectional anatomy relative to routine radiography are addressed. **Typically offered:** All Sessions

RTR-1135 Principles of Radiographic Exposure I (3-12 Credits). Requisite(s): None. This course establishes the foundation of image production, quality, and equipment. Concepts of radiation safety and protection are reinforced. **Typically offered:** All Sessions

RTR-1141 Patient Care II (2-12 Credits). Requisite(s): None. This course is designed to provide the advanced concepts of patient care. Trauma, mobile and surgical radiography are described. Basic concepts of pharmacology are discussed. The theory and practice of basic techniques of venipuncture and administration of diagnostic contrast agents and/or intravenous medications is included. The appropriate delivery of patient care during these procedures is emphasized. **Typically offered:** All Sessions

RTR-1150 Radiographic Procedures II (2-12 Credits). Requisite(s): None. This course is the second of four that reviews anatomy, patient positioning, and projections of essential radiography procedures. Students are concurrently enrolled in Image Analysis and Laboratory courses that correspond with the Procedures course. **Typically offered:** All Sessions

RTR-1150L Radiographic Procedures II Lab (1-12 Credits). Requisite(s): None. Utilizing the non-energized laboratories, students are provided the instruction to perform essential procedures. Student practice and subsequent procedure testing are included in this course. **Typically offered:** All Sessions

RTR-1171 Digital Image Acquisition & Display (2-12 Credits). Requisite(s): None. Content imparts an understanding of the components, principles and operation of digital imaging systems found in diagnostic radiology. Image acquisition, display, archiving, and retrieval are discussed. Principles of digital system quality assurance and maintenance are presented. **Typically offered:** All Sessions

RTR-1180 Clinical Education II (3-5 Credits). Requisite(s): None. Content and clinical educational experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize and evaluate concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based clinical assignments concepts of team practice, patient care and assessment, professional development, and competent performance of radiologic imaging and total quality management are discussed, examined and evaluated. **Typically offered:** All Sessions

RTR-1280 Clinical Education III (3-5 Credits). Requisite(s): None. Content and clinical educational experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize and evaluate concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based clinical assignments, concepts of team practice; patient care and assessment; professional development; and competent performance of radiologic imaging and total quality management are discussed, examined, and evaluated. As part of this course, students will research and present a topic that applies to and further enhances knowledge of the radiological sciences. **Typically offered:** All Sessions

RTR-2001 Image Analysis III (1-12 Credits). Requisite(s): None. This course is designed to provide additional instruction when analyzing advanced radiographic images. Students will be able to determine if a radiograph has an adequate level of contrast and density, and what factors to adjust if a radiograph is inadequately exposed. The processes for properly evaluating radiographic images with a higher degree of critical thinking will be taught. Actual images will be used for demonstration and analysis. **Typically offered:** All Sessions

RTR-2010 Radiographic Pathology (2-12 Credits). Requisite(s): None. This course is designed to introduce concepts related to disease and etiological consideration with emphasis on radiologic appearance of disease and impact on exposure factor selection. It also presents basic information on the pathologic process; signs and symptoms; and diagnosis and prognosis of various diseases. **Typically offered:** All Sessions

RTR-2020 Radiation Biology & Advanced Protection (2-12 Credits). Requisite(s): None. The Radiation Biology content of the course provides an overview of the principles of the interaction of radiation with living systems. Radiation effects on molecules, cells, tissues and the body are presented. Factors affecting biological response are presented, including acute and chronic effects of radiation. The Advanced Protection content of the course is designed to present an overview of the principles of radiation protection, including the responsibilities of the radiographer for patients, personnel and the public. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and healthcare organizations are incorporated **Typically offered:** All Sessions

RTR-2035 Principles of Radiographic Exposure II (3-12 Credits). Requisite(s): None. This course is a study of radiographic, fluoroscopic, mobile and tomographic equipment requirements and design. Students will study the advanced aspects of radiographic technique and various imaging modalities. **Typically offered:** All Sessions

RTR-2050 Radiographic Procedures III (2-12 Credits). Requisite(s): None. This is a course of advanced radiographic positions building on the basic procedures learned in RTR 1050 and RTR 1150. **Typically offered:** All Sessions

RTR-2050L Radiographic Procedures III Lab (1-12 Credits). Requisite(s): None. This course is a simulated hands-on class demonstrating and reinforcing anatomical positioning and its clinical applications. This course builds on the basic procedures learned in courses RTR 1050L and RTR 1150L. **Typically offered:** All Sessions

RTR-2080 Clinical Education IV (3-5 Credits). Requisite(s): None. Content and clinical educational experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize and evaluate concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based clinical assignments concepts of team practice, patient care and assessment, professional development, and competent performance of radiologic imaging and total quality management are discussed, examined and evaluated. **Typically offered:** All Sessions

RTR-2101 Image Analysis IV (1-12 Credits). Requisite(s): None. This course prepares students to evaluate radiographic images to ensure quality assurance standards are met. Image analysis guidelines, including characteristics of optimal images; image display; and terminology will be discussed. **Typically offered:** All Sessions

RTR-2125 Special Procedures (1-12 Credits). Requisite(s): None. This course is designed to concentrate on the advanced studies performed in the radiology department, such as procedures of the urinary and digestive systems, and those performed in the interventional suite. Students will learn about injection instrumentation, as well as contrast indications and safety. **Typically offered:** All Sessions

RTR-2150 Radiographic Procedures IV (2-12 Credits). Requisite(s): None. This is a course of advanced radiographic positions building on the procedures learned in courses RTR 1050, RTR 1150 and RTR 2050. **Typically offered:** All Sessions

RTR-2150L Radiographic Procedures IV Lab (1-12 Credits). Requisite(s): None. Utilizing the non-energized laboratories, students are provided the instruction to perform advanced imaging procedures. Student practice and subsequent procedure testing are included in this course. **Typically offered:** All Sessions

RTR-2170 Advanced Imaging Modalities (1-12 Credits). Requisite(s): None. This is a specialized course of study designed to enhance knowledge of radiologic imaging by introducing the student to advanced imaging modalities. Modalities that can be pursued as post-primary pathways will be discussed. Additionally, career opportunities and salaries will be explored. **Typically offered:** All Sessions

RTR-2171 Mammography (elective) (2-12 Credits). Requisite(s): None. This is a specialized course of study detailing the radiographic examination of the breasts and related positioning and pathology. This course will provide both a historical view of mammography, including breast anatomy and physiology, positioning, compression, technique selection, patient education, quality control, and

advanced imaging, including implants and studies related to breast pathology and specialized views. The student will learn quality control, optimal functioning of dedicated mammography equipment including stereotactic needle biopsies and digital mammography. This is an elective course. **Typically offered:** All Sessions

RTR-2172 Computed Tomography (elective) (2-12 Credits). Requisite(s): None. Content provides entry-level radiography students with the principles related to computed tomography (CT) imaging. **Typically offered:** All Sessions

RTR-2180 Clinical Education V (3-5 Credits). Requisite(s): None. Content and clinical educational experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize and evaluate concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based clinical assignments concepts of team practice, patient care and assessment, professional development, and competent performance of radiologic imaging and total quality management are discussed, examined and evaluated. **Typically offered:** All Sessions

RTR-2190 Career Development (1-12 Credits). Requisite(s): None. This course is designed to introduce the student to a comprehensive approach to career development & planning. Students will examine self-awareness and career exploration which should then be incorporated into self-marketing techniques leading to long term effective career decision making. Students will be exposed to useful job searching techniques necessary in today's job marketplace. **Typically offered:** All Sessions

RTR-2260 Registry Review (3-12 Credits). Requisite(s): None. This course is a comprehensive review of radiography. It is designed to be both a review and detailed guide, with questions and answers, for students preparing to successfully pass the Registry examination administered by the ARRT. All subject areas will be reviewed and test taking strategies discussed. **Typically offered:** All Sessions

Religious Studies (REL):

REL-1000 Faith: A Biblical Perspective (3 Credits). Requisite(s): None. To appreciate the challenge of faith is to see its role in all that we are: in our beliefs, our relationships and our outlook on the world and the events that shape our lives. Students will be asked to probe the more puzzling aspects of Biblical faith and its relevance today. Topics will include the following: Abraham: a possible model of relationship, Miracles: hype or challenge? & the Apocalypse: a timetable of events or a foreshadowing of what will occur in every person's life span. **Typically offered:** On Demand

REL-1101 Survey of the World's Religions (3 Credits). Requisite(s): None. An introduction to the beliefs and practices of the world's religions, including traditions of indigenous peoples, religions originating in India (Hinduism, Buddhism, Jainism, Sikhism), in China and Japan (Confucianism, Taoism, Shinto), and Abrahamic religions (Judaism, Christianity, Islam). **Typically offered:** All Sessions

REL-1106 The Lives and Legacy of St. Francis and St. Clare of Assisi (3 Credits). Requisite(s): None. This course will examine the lives and legacy of St. Francis and St. Clare of Assisi. The investigation will

cover a broad understanding of the world in which Francis and Clare lived, and the paradoxes of medieval Italian life that contributed to Francis and Clare's lives and messages of simplicity and devotion to God as well as the development, influence and continuity of the Franciscan tradition. Attention will be given to St. Bonaventure, Blessed John Duns Scotus and other notable Franciscans. The course will also explore and consider Franciscan values, principles and spirituality. **Typically offered:** All Sessions

REL-1107 Sacred Movement Sacred Space (3 Credits). Requisite(s): None. This course will explore the idea of pilgrimage as an ancient and intentional journey to a sacred site as practiced within the Christian Tradition. Topics for exploration will include, sacred journeys both past and present; pilgrimage as metaphor; human formation; transformative learning experiences that make connections with the cognitive, embodied and spiritual; pilgrimage and healing; the spiritual vs. religious journey as well as the communal vs. solitary journey; the spiritual, mental and physical challenges faced by the pilgrim; inward and external experiences; sacred movements and sacred spaces of the pilgrimage route. **Typically offered:** All Sessions

REL-1108 Wellness/Mindfulness (3 Credits). Requisite(s): None. This class introduces students to the wide variety of wellness and mindfulness practices that they can use to improve their physical and psychological well-being, to manage stress, and to develop healthy habits. Students will be introduced to current theory, practice, and research into wellness and mindfulness by the mind sciences and social sciences. This class fulfills the Personal Wellness requirement in the General Education program. **Typically offered:** On Demand

REL-1112 Death and the Afterlife (3 Credits). Requisite(s): None. This course surveys death- and afterlife-related beliefs, practices, and symbols across a wide range of religious traditions. Topics to be explored include religious conceptions of death, the soul, and the afterlife (e.g., salvation, liberation, reincarnation); death and funerary rituals; religious perspectives on bioethical issues (e.g., suicide, euthanasia, organ donation); religious interpretations of near-death experiences; and the historical changes in (and challenges to) death- and afterlife-related beliefs and practices. **Typically offered:** All Sessions

REL-1201 The Christian Tradition (3 Credits). Requisite(s): None. An introduction to the major people, ideas, events and movements in Christian history. This course covers Jesus, Paul and the earliest Christians, the diversity of the Christian movement in the second and third centuries, the rise of imperial Christianity, the Christological controversies, the division between Eastern and Western Christianity, the power of the medieval church, Protestantism, the Enlightenment and Christianity in the modern world. **Typically offered:** All Sessions

REL-1202 Judaism (3 Credits). Requisite(s): None. An introduction to Judaism concentrating on the teachings (including creation, revelation and redemption), values, customs, rituals, and liturgy that define it as a religion, as well as the texts (Torah, Talmud) and institutions (Yeshiva, Synagogue) in which they are preserved and the role played by historical circumstances in shaping them. Attention is paid to major Jewish movements (Orthodox, Hasidic, Conservative, and Reform). **Typically offered:** All Sessions

REL-1203 Islam (3 Credits). Requisite(s): None. An introduction to Islam taught in historical perspective from the life of the Prophet Muhammad, the Qur'an and Traditions, early leadership and the expansion of Islam, Shi'i Islam, Sufism and Islam in Asia, Africa and the Americas. Attention will be given to the Islamic movement and its impact on international affairs as well as other contemporary issues. **Typically offered:** On Demand

REL-1204 Quranic Arabic (3 Credits). Requisite(s): one REL course at the 1000 level. An introduction to the study of Quranic Arabic vocabulary and grammar. Students will learn to translate basic texts from the Quran and related Classical Arabic texts, including the medieval Arabic translation of the Hebrew Bible, and to understand the religious movements that produced these texts. **Typically offered:** On Demand

REL-1206 Buddhism (3 Credits). Requisite(s): None. This course is an introduction to Buddhism taught in historical perspective. It begins with the life of the founder of Buddhism, Siddhartha Gautama, which is known to all Buddhists. It then covers the origins of Buddhism in India and the basic teachings of Buddhism. Following this it looks at the life of monks and the relation of the community of the monks to Buddhist laity and considers the practice of meditation and devotion to Buddhist relics. The course then studies the rise of Mahayana Buddhism, the second major movement in Buddhism, and the transmission of Buddhism to China and Japan, looking at the different schools of East Asian Buddhism, mainly Chan or Zen and Pure Land Buddhism. Esoteric Buddhism or Vajrayana as found in Tibetan culture will also be studied briefly. The course concludes with a discussion of the transmission of Buddhism to the West, especially America, and looks at issues for Buddhism in the modern world. **Typically offered:** All Sessions

REL-1301 Introduction to Hebrew Bible (3 Credits). Requisite(s): None. A study of representative selections from the Pentateuch (the five books of Moses) as well as the historical, wisdom, and prophetic literature of the Old Testament, Literary and historical criticism are used to gain understanding of basic elements of Hebrew biblical faith and practice. Problems and methods of the interpretation of scripture are explored. **Typically offered:** On Demand

REL-1302 Introduction to the New Testament (3 Credits). Requisite(s): None. An introduction to the New Testament and the larger Christian movement from Jesus through the end of the second century. This course examines the diverse set of early Christian writings in their original contexts. Primary focus is given to the first-century writings contained in the New Testament. Additional attention is given to Christian writings from the second century, which are not included in the New Testament. The historical Jesus is also discussed. **Typically offered:** All Sessions

REL-2000 Religion, Science and Spirituality (3 Credits). Requisite(s): any 1000 level REL course. Religious beliefs, scientific theories, and spiritual practices all shape our world views and attitudes: how we think about and respond to issues from health care and education to politics and climate change. This course explores the relationships between religion, science and spirituality, and how different communities and institutions navigate these domains, by examining current topics such as vaccines and medicine, climate crisis and denial, evolution and creationism, Noe- Paganism,

alternative spirituality, conspiracy theories, social media and commodification, and more. **Typically offered:** On Demand

REL-2106 The Lives and Legacy of St. Francis and St. Clare of Assisi (3 Credits). Requisite(s): None. This course will examine the lives and legacy of St. Francis and St. Clare of Assisi. The investigation will cover a broad understanding of the world in which Francis and Clare lived, and the paradoxes of medieval Italian life that contributed to Francis and Clare's lives and messages of simplicity and devotion to God as well as the development, influence and continuity of the Franciscan tradition. Attention will be given to St. Bonaventure, Blessed John Duns Scotus and other notable Franciscans. The course will also explore and consider Franciscan values, principles and spirituality. **Typically offered:** On Demand

REL-2108 Zen Buddhism (3 Credits). Requisite(s): any 1000 level REL course. A topic-based, multi-disciplinary, historical and experiential approach to Zen Buddhism: its origins and development; doctrines and practices; influence on art, literature, and design; and its current forms in modern global societies, including Engaged Buddhism and the relationship between Zen Buddhism and modern science and psychology. **Typically offered:** All Sessions

REL-2110 Biblical Greek I (3 Credits). Requisite(s): None. Cross-listed with: GRK-1101. An introduction to the study of Biblical Greek vocabulary and grammar. Students are enabled to translate basic texts from the New Testament and the Septuagint. **Typically offered:** On Demand

REL-2111 Biblical Greek II (3 Credits). Requisite(s): REL-2110 Cross-listed with: GRK-1102. Building on REL 2110, this course completes the Biblical Greek Grammar. Students are enabled to translate texts from the New Testament and the Septuagint. Students are also introduced to the fields of textual criticism and translation studies. **Typically offered:** On Demand

REL-2113 The Story of American Evangelicalism (3 Credits). Requisite(s): any 1000 level REL course. Optional prerequisite AMS-1001 for student in AMS minor One in every four Americans self-identifies as an evangelical Christian. While evangelicals often think of themselves as cultural outsiders, they have an enormous impact on America's moral, political, financial, cultural, and spiritual life. Following a brief history of evangelicalism in America, this course examines the variety and development of evangelical perspectives on topics ranging from gender to science to economics to apocalypticism. **Typically offered:** All Sessions

REL-2200 Religion in Israel/Palestine (3 Credits). Requisite(s): any 1000 level REL course. Travel course: Valid Passport required. This course offers students a nine-day study-abroad experience in Israel and the Palestinian territories, a land whose history and major cities and sites allow a unique opportunity to explore the history and development of the Biblical literature, as well as of the three major monotheistic faiths: Judaism, Christianity, and Islam. On-site learning, coupled with reading prior to the trip and a reflective essay after returning, will allow students to explore major aspects of the study of religion in Israel/Palestine as it relates to their own interests, majors, career paths. **Typically offered:** Summer Session

REL-2204 Religions of India (3 Credits). Requisite(s): None. An introduction to the religious traditions originating in India, except for Buddhism (covered in REL 2206): Hinduism, Jainism and Sikhism. The course is taught in historical perspective, covering ancient India and the religion of the Veda, the rise of Yoga and ascetic movements, social ethics and Dharma, and devotion to the main forms of God in Hinduism the Goddess, Shiva and Vishnu. Hindu and Jain teachings on nonviolence and the values and practices of Sikhism will be studied. The course will also consider modern movements and Indias religions in the global context. **Typically offered:** On Demand

REL-2501 Contemporary Moral Issues (3 Credits). Requisite(s): None. Sophomore standing Study of moral issues that are of current importance and Christian ethics on these issues. Selected topics include abortion, new reproductive technologies, genetic research, physician-assisted suicide and euthanasia, the death penalty, sexual ethics, race, war and nonviolence, and the environment. Student participation, analysis, and discussion. **Typically offered:** All Sessions

REL-3601 Introduction to Jewish Thought (3 Credits). Requisite(s): PHI-2201 or PHI-2203 The Western tradition can be viewed as the encounter of two seemingly irreconcilable ways of understanding the world: philosophy and faith. The former relies on the autonomous exercise of the speculative mind; the latter trusts revelation as the ultimate source of authority and truth. This course examines the Jewish philosophical tradition considering philosophy and faith and explores whether the two are indeed irreconcilable. **Typically offered:** On Demand

REL-3701 Approaches to the Study of Religion (3 Credits). Requisite(s): any REL course. A study of the main methods of the modern study of religions including the history of the religions, sociology, psychology, and philosophical, and theological approaches. The study is conducted through reading the writings of major scholars of religion. The course is taught in seminar format. **Typically offered:** On Demand

REL-3702 Sociology of Religion (3 Credits). Requisite(s): None. This course examines theoretical perspectives on religion and its reciprocal relationship with society. We will discuss religion from a macro-sociological perspective as a social institution and as a cultural system. We will also discuss definitions, functions, variation and linkages across history and across groups in collective religious experience. Thus, students will be able to identify patterns of religious forms as these relate to types of societies and the phenomenon of modernization, as well as key issues of gender, ethnicity, class and politics. **Typically offered:** On Demand

REL-4000 Special Topics in Religion (3 Credits). Requisite(s): any REL course In-depth study of special topics to be announced. **Typically offered:** On Demand

REL-4002 Rebuilding God's House: The Lives and Legacy of St. Francis and St. Clare of Assisi (3 Credits). Requisite(s): None. This course will examine the lives and legacy of St. Francis and St. Clare of Assisi. The investigation will cover a broad understanding of the world in which Francis and Clare lived, and the paradoxes of the medieval Italian life that contributed to Francis's life and message of simplicity

and devotion to God as well as the development, influence, and continuity of the Franciscan tradition. **Typically offered:** On Demand

REL-4003 Topic: Black Theologies (3 Credits). Requisite(s): one REL course. This course centers on an interpretation of the rise of Black theology in the 1960s to the present day. To establish the necessarily historical and political nature of Black theologies, attention will be given to the social and political contexts that inform the dominant themes of Black theologies. In conjunction with the twentieth century rise of distinctly religious proponents of Black Power such as Malcolm X and Audley Queen Mother Moore and others, the course will also engage the politico- religious thought of late 19th century figures such as Frederick Douglas, Ida B. Wells, and H.M. Turner in order to establish the lineage that produced Black theologians, ethicists, and womanists such as James Cone, Deotis Roberts, Deloris Williams, and Katie Canon. The course will also offer perspectives on Black theology's relation to Third World theologies, critical race theories, intersectionality, and Afro-Futurism. Required assignments include weekly readings and online responses that raise questions and offer perspective that will be engaged during bi-weekly synchronous online sessions. Students will also be able to choose between a final research paper or five short papers based on weekly themes. **Typically offered:** On Demand

REL-4004 Topic: Justice and Ecology in the Hebrew (3 Credits). This course will explore the stories, commandments, and traditions around social justice and ecological stewardship in the Hebrew Bible. We will read the primary texts (in English translation) as well as rabbinic commentaries and modern interpretations. Students will gain an understanding of the deep origins of our modern ethics of justice, human rights, and ecological healing. **Typically offered:** On Demand

REL-4991 Thesis Direction (1-3 Credits). Requisite(s): nine REL credits, Junior Standing Thesis Direction **Typically offered:** On Demand

REL-4995 Independent Study in Religious Studies (1-3 Credits). Requisite(s): nine REL credits. Junior Standing Directed research in a Religious Studies topic selected by the student. **Typically offered:** On Demand

REL-4998 Thesis Direction (3 Credits). Requisite(s): None. Department chairperson's approval. Thesis Direction. **Typically offered:** On Demand

REL-5309 Environmental Crisis & the World's Religions (3 Credits). Requisite(s): None. An exploration of the response of the world's religious traditions to the crisis of the environment, including the destruction and pollution of the natural world, the extinction of species and the over-consumption of resources. First, what do religions have to say about the value of nature and non- human living beings and the ethics of human actions affecting nature? Second, what are religious communities doing today to solve environmental problems? The seminar will consider Judaism, Christianity, Islam, the religions of India, China, and Japan, and Indigenous traditions. Open only to Honors Program students. **Typically offered:** On Demand

REL-5310 The End of the World Religion (3 Credits). Requisite(s): None. This course will examine ideas, rhetoric, and ideology concerning the end of the world in Judaism, Christianity, and Islam from

antiquity to the present. Almost since the beginning of the world, people have been thinking about the end of the world. Why? What do major world religions have to say on the topic? Does it lead to violence? To kindness? We will read and dissect primary texts as well as modern scholarship on this topic, and we'll try to figure out why on earth people have been so obsessed with this topic for so long. **Typically offered:** On Demand

REL-5350 Religion and Science: History, Method, Dialogue (Honors) (3 Credits). Requisite(s): None. Cross-listed with: SCI-5001. An interdisciplinary team-taught Honors seminar that explores the dialogue that is occurring between scientists and theologians. It examines the historical context of the methods of inquiry used in the sciences and those used in religion and the similarities and differences between them. Included are varied case studies where scientists and theologians are engaged in dialogue. Open only to Honors Program scholars. **Typically offered:** On Demand

REL-5351 Christian Ethics: An Honors Seminar (3 Credits). Requisite(s): None. Students in this seminar will study key works of important recent and contemporary Christian theologians in the field of ethics in the Roman Catholic, Protestant, and Orthodox Christian traditions. The course will focus on the method and central concerns of each theologian. Such questions as: how do we arrive at moral judgments? What ethical questions are most important in the Christian moral life? The roles of scripture, tradition, reason, and experience in theological ethics will shape the inquiry. The course will attempt to assess the contribution of each author studied to Christian ethics. Open only to Honors Program scholars. **Typically offered:** On Demand

REL-5352 Images of Human Nature in Western, Non-Literate, and Eastern Cultures: An Interdisciplinary Honors Seminar I (3 Credits). Requisite(s): None. Cross-listed with: PSY-5352. Students are exposed to conceptions of human nature as they have existed in Eastern and Western cultures. The seminar focuses upon universal aspects of human experience and unique historical and cultural conceptions of human identity. These conceptions may be expressed in art, myths, literature, sacred books, philosophical or political treatises, and are reflected in day-to-day living. The seminar is team taught, stresses broad interdisciplinary perspectives, and emphasizes original readings. Visits to plays, operas, movies, and museums are integral to the seminar. Open only to Honors Program scholars. **Typically offered:** On Demand

REL-5353 Images of Human Nature in Western, Non-Literate, and Eastern Cultures: An Interdisciplinary Honors Seminar II (3 Credits). Cross-listed with: PSY-5353. A continuation of Images of Human Nature 1. Open only to Honors students. **Typically offered:** On Demand

REL-5354 Tolkien the Mythmaker (Honors) (3 Credits). Requisite(s): None. A study of the works of J. R. R. Tolkien, drawing out their implications for modern culture, ethics, religion and the philosophy of the imaginative art that Tolkien called myth or fantasy. Tolkien was a scholar of the languages and literature of northern Europe. He was also the author of a large body of myth and legend which is the context for the story of The Lord of the Rings, as well as essays, poetry, and shorter narratives. All of these disclose varied facets of the complex and profound mind of a singular visionary and give insight into his vast appeal. **Typically offered:** On Demand

REL-5355 Early Christian Gospels (honors) (3 Credits). Requisite(s): None. This course is designed to lay the foundation for modern academic study of the early Christian gospels. Using the historical-critical approach, students are exposed to the important issues in gospel research. The course focuses on understanding the historical context for the early Christian gospels, examining the gospels individually, and discerning what the gospels might tell us about the communities that created and transmitted stories about Jesus. **Typically offered:** On Demand

REL-5357 Brooklyn Jews (3 Credits). Requisite(s): None. This course will explore the Jews of Brooklyn, past and present. While the Hasidic Jewish community is the most visible and well known (though least understood), this is only part of the picture of Jewish Brooklyn. In addition to understanding the Hasidic communities of Brooklyn and their unique issues, we will explore progressive and secular Jews, a variety of Jewish ethnic identities including Syrian and Moroccan Jews, as well as internal Jewish controversies on multiple issues. Topics will intersect with urban development and immigration, race and racism in New York City, political allegiances, responses to the COVID19 pandemic and other public health issues, and controversies in education, ranging from public school integration in the 1960s to contemporary secular education in Hasidic schools. Students will have the opportunity to interview (as a class) multiple types of Jews from Brooklyn who will visit the class. **Typically offered:** All Sessions

REL-5358 Genesis and the Meaning (3 Credits). Requisite(s): None. This course will examine a series of questions about the meaning of life through the lens of the biblical book of Genesis in conjunction with major philosophical texts that address the same questions. Questions include, for example: Why is there something instead of nothing? Are human beings fundamentally bad? Why should we be moral? Do the ends justify the meaning? How can reproduction be just? This course will incorporate literary, historical, comparative religious, and philosophical analyses. **Typically offered:** On Demand

Science (SCI):

SCI-1301 Environmental Science (3 Credits). Requisite(s): None. The ecology of natural systems; resources and energy; formation and consumption of fossil fuels, nuclear energy, and the environment; pollution; the problems associated with air and water pollution; solid waste; noise; legal and economic verifications of governmental policy towards pollution. **Typically offered:** On Demand

SCI-5001 Religion and Science (3 Credits). Requisite(s): None. Cross-listed with: REL-5350. An interdisciplinary, team-taught honors seminar that explores the dialogue that is occurring between scientists and theologians. It examines the historical context of the methods of inquiry used in the sciences and those used in religion and the similarities and differences between them. Included are varied case studies where scientists and theologians are engaged in dialogue. **Typically offered:** On Demand

SCI-5002 Honors Sem: Understanding Our Environment (3 Credits). Requisite(s): None. At the heart of the Franciscan tradition is a quest to live a more moral and authentic life where our role is to serve as custodians of the earth. As custodians it is vital that we acknowledge the current state of our

environment and act in ways that improve that status. To this end it is necessary to be able to evaluate information pertaining to the environment and to place that information in its proper perspective. This course will lead us in an investigation of the history of environmentalism, Global Warming, Energy, Water Availability, and Biodiversity. By the end of this course, you should be able to critically evaluate issues of environmental concern and to determine the best way that we as individuals, and as a group, can be agents of positive change and thereby proceed as custodians of the earth. **Typically offered:** On Demand

SCI-5003 Short History for Nearly Everything (3 Credits). Requisite(s): None. Science is not, as you may imagine, a series of technically dense theories, with heavy calculations and mind-bending feats of logic. Oh no! Science is interspersed with humor, betrayal, sadness; the full range of human experience. and a series of technically dense theories with heavy calculations and mind-bending feats of logic. This course will not only provide you with an overview of the best scientific ideas of what we currently understand, but also the various trials and tribulations of the personalities of those individuals that brought us those ideas. **Typically offered:** On Demand

Sociology (SOC):

SOC-1000 Principles of Sociology (3 Credits). Requisite(s): None. An analysis of the basic structure and dynamics of society; social interaction, social organization, social change, social processes; a summary of ideas of seminal sociologists. This course is a prerequisite for all Sociology courses and for CJ-2010. **Typically offered:** All Sessions

SOC-1070 Sociology of Minority Groups (3 Credits). Requisite(s): None. The course analyzes the history and current realities of racial, ethnic, and religious groups in the U.S., including the extent to which racial, ethnic, and religious identity determine and impact life changes. Issues related to sexual and gender minorities are also addressed. **Typically offered:** On Demand

SOC-2000 Social Problems (3 Credits). Requisite(s): SOC-1000. An inquiry into the nature of social problems, both causes and consequences, within a complex industrial society, from a sociological perspective. Special emphasis is given to problems of contemporary American society and current events. **Typically offered:** All Sessions

SOC-2010 Criminology (3 Credits). Requisite(s): SOC-1000 The course will explore the study of crime causation, primarily from a sociological perspective. The student will be introduced to theories that explain nature, extent, patterns and control of criminal and delinquent behavior in contemporary society. **Typically offered:** Fall Session

SOC-2020 Global Migration (3 Credits). Requisite(s): SOC-1070 or GLS-1101. In recent decades, many developed high-income countries have been affected by an increased influx of immigrants who are racially, ethnically and religiously distinct from the native groups. The resulting heterogeneity of the population induces ethnically based political movements, rekindles ethnic loyalties, outbreaks of anti-immigrant political movements, and intergroup tensions and hostilities. This course examines the

range of questions pertaining to migration issues from historical and cross-cultural perspectives. It focuses on the differences between the late 19th century and mid-20thcentury international migration and examines contemporary global migration trends with their emphasis on visas, walls, and deportation. The comparative perspective of this course provides students with a sharper insight into the migration problems in the USA. **Typically offered:** All Sessions

SOC-2030 Introduction to Social Work (3 Credits). Requisite(s): SOC-1000. Designed to introduce students to the field of Social Work, this course deals with the history and philosophy of Social Work; analyzes the three major areas of Social Work-- case work, group work, and community organization; describes the major programs for special client groups: families, children, the elderly, the mentally ill, the handicapped, etc. Students are also introduced to the field of counseling and different therapeutic strategies. **Typically offered:** Fall Session

SOC-2036 Immigration: Issues & Concerns (3 Credits). Requisite(s): SOC-1000. This course focuses on criminalization (defined as the intersection of criminal law with immigration law) and its articulation in the current political environment. What led to the intertwining of the U.S. criminal law and immigration (systems that used to be almost entirely separate in the past)? Why do we have more immigration law enforcement agents than ever in U.S. history? Why are there more than 600 immigration detention centers across the country? These are some of the questions students address in this course while exploring the history of immigrants' demonization, enactment of harsh anti-immigrant laws, and how present- day political rhetoric fits into the criminalization framework. **Typically offered:** Fall Session

SOC-2040 Social Anthropology (3 Credits). Requisite(s): SOC-1000 or ICS-1240 or ICS-1241. Cross-listed with: ICS-3370. An inquiry into the concept of culture as applied to both simple and complex societies; the ethnology of pre-literate peoples with emphasis on social, economic, and political organization. **Typically offered:** Spring Session

SOC-2045 Immigrant New York (3 Credits). Requisite(s): SOC-1070. New York, also called The Big Apple and The City That Never Sleeps, is a large ethnically and culturally diverse immigrant metropolis, well known for its pro-immigrant political culture and its status as a sanctuary city. Its long-lasting immigrant tradition has been boosted by the arrival of brand-new immigrants who arrive in the city in remarkable numbers, replenishing the old immigrant groups. This course examines the history of immigration to NYC with an emphasis on the economic and political factors stimulating current immigration. Students are introduced to micro and macro levels of analysis of New York City's population growth. They explore how the city has been affected by the cultural diversity of newly arrived immigrants and how relocation to the city affects their life chances. At the end of the course, students do ethnographic research in a neighboring ethnic enclave to gain a better insight into the cultural mosaic of New York. **Typically offered:** Fall Session

SOC-2050 Sociology of Communication (3 Credits). Requisite(s): SOC-1000. Primary and secondary communication systems; language in socialization, social organization, and social control; theories of communication; modern mass communication media; structure, content, and effects. **Typically offered:** Fall Session

SOC-2060 Child Welfare (3 Credits). Requisite(s): SOC-1000. Traces the development of the child developmental rights; explores the methods of care of dependent and neglected children in their own homes, foster homes, and institutions; reviews the adoption process and the social trends toward integration in family and childcare. **Typically offered:** Fall Session

SOC-2070 Sociology of Minority Groups (3 Credits). Requisite(s): None. The course analyzes the history and current realities of racial, ethnic, and religious groups in the U.S., including the extent to which racial, ethnic, and religious identity determine and impact life changes. Issues related to sexual and gender minorities are also addressed. **Typically offered:** Fall Session

SOC-2080 Conflict Resolution (3 Credits). Requisite(s): SOC-1000. This seminar course applies theories of conflict resolution to case studies of interpersonal and intergroup conflicts; surveys major traditions of non-violence, and studies approaches to conflict resolution, with an emphasis on methods of mediation. **Typically offered:** Fall Session

SOC-2090 Human Trafficking (3 Credits). Requisite(s): SOC-1000 or HIS/PSC-1200. To combat human trafficking, students must become articulate in the discourse, problem, the origins, the means, policy and the economics of trafficking. This course will explore how gender, human rights, and altruism influence human trafficking debates and how policy outcomes impact global human trafficking around the world. **Typically offered:** Fall Session

SOC-3010 Sociology of the Family (3 Credits). Requisite(s): SOC-1000. The structure and functions of the family; comparison of families in primitive and industrial societies to demonstrate the nature of problems associated with institutional change and civilization processes. **Typically offered:** Fall Session

SOC-3020 Theory and History of Sociology (3 Credits). Requisite(s): SOC-1000. Junior Standing-60 credits. A systematic survey of the growth of sociological theory; a study of influential individuals and representative schools from Auguste Comte to the present day. **Typically offered:** Fall Session

SOC-3030 Sociology of Religion (3 Credits). Requisite(s): SOC-1000. This course examines theoretical perspectives on religion and its reciprocal relationship with society. We will discuss religion from a macro-sociological perspective as a social institution and as a cultural system. We will also discuss definitions, functions, variation and linkages across history and across groups in collective religious experience. Thus, students will be able to identify patterns of religious forms as these relate to types of societies and the phenomenon of modernization, as well as key issues of gender, ethnicity, class and politics. **Typically offered:** Spring Session

SOC-3040 Complex Organizations: Structure and Process (3 Credits). Requisite(s): SOC-1000. The course covers all types of organizations: business, government, social welfare, education, medicine, voluntary, etc.; examines how structure contributes to processes such as power and conflict, leadership and decision-making, communication and change, etc.; shows how organizations interact with each other and with society in general. **Typically offered:** On Demand

SOC-3050 Caribbean Culture and Society (3 Credits). Requisite(s): SOC-1000. Cross-listed with: ICS-3050. The societies of the English-, French-, and Dutch-speaking Caribbean are the outcome of mass movements of population through slavery, indenture, and migration. This course examines important aspects of the complex cultural variants that have resulted against the background of the economic, social, and political forces that produced them: Cultural communities from Africa and Europe, patterns of race and ethnic relations, forms of cultural expression, the family, and class structures. Another focus is on issues which form contemporary Caribbean society, such as the impact of tourism, poverty, emigration, links with America and Europe, problems of ethnic and racial identity, and pressures on women and the family. Students develop an appreciation of Caribbean Culture, of the challenges facing Caribbean societies, and the cultural resources available to meet them. **Typically offered:** Spring Session

SOC-3060 Law and Society (3 Credits). Requisite(s): SOC-1000. This course emphasizes the social, political, cultural and historical aspects of the law, rather than studying the law through legal doctrines, statutes or opinions. This course also enables students to understand how the law is informed by social change and inequality. How the law seeks to achieve objectives such as compliance, deterrence and social control is evaluated and analyzed too. **Typically offered:** Fall Session

SOC-3130 Crime, Justice, and American Fiction (3 Credits). Requisite(s): SOC-2010; AMS-1001 for students pursuing AMS minor. Cross-listed with: ENG-3130. This course is designed as an introduction to representations of crime and justice in contemporary American fiction. The course will focus on constructions of crime and justice in literature, comic books, and film. The course is interdisciplinary, providing students with multiple perspectives on crime and criminality and explores ways of critically analyzing and interpreting media images. **Typically offered:** On Demand

SOC-3196 Interpreting the 1960s (3 Credits). Requisite(s): SOC-1000; HIS-1201. Cross-listed with: HIS-3196. This course is designed as an intensive study of the politics, culture, and social movements of the 1960s. In addition to learning about the historical events of the decade, students will be also exposed to the transformative cultural, artistic, and social movements of the period. The course will begin with an exploration of the 1950s as prelude including the early civil rights movements. It will then move onto the Kennedy administration, Freedom Summer, the legislative and policy initiatives of the Great Society, an analysis of the social movements and culture of the second half of the decade, with particular focus on the anti-war, feminist, and Black power movements, and concluding with an assessment of the cultural changes initiated by the counter-cultural youth movements. **Typically offered:** On Demand

SOC-3370 Gender Roles in Cross-Cultural Perspectives (3 Credits). Requisite(s): PSY-1100; SOC 1000. This course reviews changing gender roles, gender differences, sexuality, kinship systems, gender-typed status hierarchies, cultural perception of the nature of men and women, biological differences, and socialization and parenting practices across cultures. Special emphasis will be placed on multidisciplinary approaches, in-depth investigation of gender roles in specific societies, and the value of a global perspective on gender roles. **Typically offered:** On Demand

SOC-4000 Special Topics in Sociology (3 Credits). Requisite(s): None. The course will explore specific, identified topics in the discipline of sociology. The subject matter will be selected by the instructor prior to registration, with approval of the department chairperson. Students may be granted credit for multiple sections of SOC-4000, providing the topic differs. **Typically offered:** On Demand

SOC-4002 Carnival: The Social Structure of Spiritual and Cultural Celebration (3 Credits). Requisite(s): SOC-1000. The Special Topics course explores specific topics in the discipline of sociology selected by the instructor with approval of the department chairperson. The topic of study in this semester is pre-Lenten and other seasonal festivals in Europe and the Americas. The format of the course is a combination of traditional lecture and performance series. **Typically offered:** On Demand

SOC-4003 Topic: Sociology of Sport (3 Credits). Requisite(s): None. Special topics course. **Typically offered:** On Demand

SOC-4004 Topic: Urban Sociology (3 Credits). Requisite(s): None. Special topics course. **Typically offered:** On Demand

SOC-4005 Topic: Social Welfare Policy (3 Credits). Requisite(s): SOC-1000. Social welfare policy drives the social programs created to address social problems. Prevailing values determine which social policies are created. This course will provide an overview of social welfare policy and look at its role in social work practice. Exploring the historical context from which social welfare policy emerged will allow us to identify events that have influenced contemporary social welfare policy and review the economic and political influences as well. With an understanding of the historical, economic and political factors, students will study the tools used to analyze social policy, the process of determining need, and the steps in developing policy. **Typically offered:** On Demand

SOC-4006 Special Topic: American Social Movements (3 Credits). Requisite(s): SOC-1000. This course will explore the key social movements in U.S. history. The course will focus on the labor movement in the early 20th century and will end with attention on the rise of the Christian right during the last decade. This course will study why individuals come together and organize in ways that effectively challenge powerful social systems. We will study such movements as the civil rights movement, gay rights movement, environmental movement, and the Christian right movement. **Typically offered:** On Demand

SOC-4007 SP TPC: Perspectives on Women's Studies (3 Credits). Requisite(s): SOC-1000. The purpose of this course is to explore the interdisciplinary field of women's studies/feminist scholarship. We will address the origins and persistence of gender-based inequalities and examine historical and current feminist critiques of American society and culture. The micro- level, day-to-day experiences of women will be a primary focus of this course. We will primarily focus on the experiences of American women; however, we will also consider international perspectives on women's experiences. Students should have an interest in understanding feminism and feminist critiques and examining social data about the extent of gender disparities. **Typically offered:** On Demand

SOC-4008 Topic: Sociology of Health & Medicine (3 Credits). Requisite(s): SOC-1000. This course offers an opportunity to study the intersection of sociology, medicine and law, relating to cross-cultural and comparative experiences arising out of advances in the medical field and medical technology. The course broadly examines the socio-medical aspects of emerging issues and the development of the culture of the medical community. Cases, laws, regulations and responses to culture and to the law are constructed and sometimes deconstructed to illustrate the medical profession and the doctor/patient relationship. The course is US based but will cover some of the socio-medical issues presented by medical practice and medical ethics in a comparative context. The role expectation from a doctor, nurse or physical therapist is explored as are the political aspects of language in medicine. This course is suitable as an elective for sociology students, as also for pre-med, pre-dental, nursing, PT and OT students. **Typically offered:** On Demand

SOC-4010 Post-WWII U.S. Protest Movements (3 Credits). Requisite(s): SOC-1000. This course focuses on post-war movements for social change in the United States. Co-taught by faculty in the history and sociology departments, this course analyzes the shift from traditional New Left movements for social change (civil rights, anti-war, and free speech) to movements focusing on identity (women's rights, Black Power, and gay liberation). This course will also explore recent non-traditional social movements, including battles for marriage equality, against police brutality, violence against women, and mass incarceration, and broadening definitions of sexual, racial, and ethnic identities. **Typically offered:** On Demand

SOC-4012 Special Topic: Constitutional Law (3 Credits). Requisite(s): SOC-1000. This course provides a historical overview of the development and ratification of the U.S. Constitution and the relationship of the states to the Bill of Rights. The course will examine the effect of the due process clause of the Fourteenth Amendment on the application of the Bill of Rights to the states through a study of leading Supreme Court decisions related to criminal justice. Topics include the principles governing the operation of the Bill of Rights, the characteristics and powers of the three branches of government, how the U.S. Supreme Court has interpreted the powers of the federal government, the variables affecting the information of judicial policy and the Incorporation Doctrine. **Typically offered:** On Demand

SOC-4210 Social Research Methods (3 Credits). Requisite(s): SOC-1000. This course introduces students to the methods and techniques of sociological research. We will explore the kinds of methods social research adopt, the contexts in which certain methods are used, and the benefits, drawbacks and ethical implications involved in different research methods. We will also engage in a critical perspective on quantitative and qualitative data analysis techniques. **Typically offered:** All Sessions

SOC-4220 Quantitative Sociology Methods (3 Credits). Requisite(s): IT-1001; SOC-4210. In this course, students will be instructed in the use of specific statistical measures; the rationales for their use; the limitations of statistical inference and the computation of data. Sociological data will be used throughout. **Typically offered:** Spring Session

SOC-4990 Internship in Sociology (1-3 Credits). Requisite(s): SOC-4210. Junior Standing or 60 credits Students will intern at approved sites or organizations in the fields of law, social service, or criminal

justice. They will have to complete 135 hours of work at the approved organization, and they will have to complete written assignments about the work completed as well as midterm and final papers about their experience. Approval of the department Chairperson is required. **Typically offered:** Fall and Spring Sessions

SOC-4991 Social Work Practicum I (3 Credits). Requisite(s): SOC-2030. Junior Standing or 60 credits Students will intern at approved sites or organizations in the field of social work. They will have to complete 135 hours of work at the approved organization, and they will have to complete written assignments about the work completed as well as midterm and final papers about their experience. **Typically offered:** On Demand

SOC-4992 Social Work Practicum II (3 Credits). Requisite(s): None. Students are expected to continue to work as interns on a social work- related site. Students will continue to participate in the classroom environment where they integrate their field work experience with their theoretical study. **Typically offered:** On Demand

SOC-4995 Independent Study in Sociology (3 Credits). Requisite(s): SOC-1000. Junior Standing or 60 credits Individual research or field work under the direction of a faculty member with the approval of the department chairman only. **Typically offered:** On Demand

SOC-4998 Senior Seminar in Sociology (3 Credits). Requisite(s): None. Senior Standing-96 credits A capstone seminar designed solely for senior Sociology majors to apply their acquired sociological knowledge to a senior thesis paper or comprehensive exam. This course requires weekly meetings and a formal presentation to the other students on the courses. **Typically offered:** All Sessions

SOC-5010 Contemporary Migration (3 Credits). Requisite(s): None. Cross-listed with: PSY-5010. This course takes a multi-disciplinary approach to the study of contemporary migration. The major focus is on the United States, with an international context. Migration is related to many central issues for contemporary society, such as international relations, the development of cities, urban politics, social policy, citizenship, and racial and ethnic identity. **Typically offered:** On Demand

SOC-5020 Race, Ethnicity, & Inequality in the US (3 Credits). Requisite(s): None. The overall objective of this course is to explore how - and the extent to which - race and ethnicity link to social, cultural and economic realities on both the micro and macro level. Specifically, we will question the extent to which race and ethnicity continue to determine life chances in the United States. **Typically offered:** On Demand

SOC-5401 Contemporary Islam: Its Socio-Economic Context (3 Credits). Requisite(s): None. Cross-listed with: ECO-5401. Islam has the second largest religious following and is the fastest growing religion in the world. The dawn of the 21st century finds an increasing polarization between modernization and Islam. This course will have a basis in historiography, with politics as a backdrop, within the context of social/cultural and economic understanding, it seeks to describe the phenomenon of contemporary Islam. **Typically offered:** On Demand

SOC-5402 Honors Seminar: Ethical, Legal & Social Implications of the Human Genome Project (3 Credits). Requisite(s): None. Cross-listed with: BIO-5310. The Human Genome was sequenced completely in 2002. This is a database that includes all our genetic code. Not only did this research revolutionize science, it also inevitably impacted numerous spheres of our social life and continues to do so. In this course, we will learn about the human genome and the possibilities this knowledge generates for social consideration and social change. We will answer the following questions. Why do we want to study our genes? Who should have access to my genome? Who owns the genome? Should we be changing our genes? The areas of concern are fairness in the use of genetic information; privacy and confidentiality; social consequences and stigmatization; reproductive issues; clinical issues uncertainties; ethical and legal concerns; conceptual and philosophical implications; health and environmental issues and the commercialization of gene products. **Typically offered:** On Demand

SOC-5403 Carnival: The Social Structure of Spiritual and Cultural Celebration (3 Credits). Requisite(s): None. As an advanced level application of analytical tools in the discipline of sociology, this course investigates pre-Lenten and other seasonal festivals in Europe and the Americas. Using a sociological and interdisciplinary perspective, this course explores issues of gender, race, class, sexuality, culture and finance through text, film, guest lectures and a class excursion. **Typically offered:** On Demand

SOC-5404 Cults and Conspiracy Theories in the Us (3 Credits). Requisite(s): None. This course examines how cults and conspiracy theories have both emerged from and influenced life in the United States. Drawing on historical and sociological perspectives, this course offers insight into why individuals are drawn to fringe ideas and how specific historical, social, economic, and cultural contexts fuel sorts of cults and conspiracy theories. In exploring this topic, we will also build strong information literacy by examining how leaders and promoters of cults and conspiracy theories use disinformation, mistrust, and fear to build followings. Students will read articles, listen to podcasts, and view documentaries that offer insight into this wide and fascinating field of inquiry. **Typically offered:** On Demand

Spanish (SPA):

SPA-1101 Spanish for Global Communication (3 Credits). Requisite(s): None. A beginning course in spoken and written Spanish with emphasis on oral expression. Students learn basic language skills while learning about Spanish culture. Oral practice in the classroom combined with a solid foundation of grammar and vocabulary prepare students for advanced training in speaking, listening, reading, and writing. For students who are beginning Spanish and for those who have studied Spanish for no more than two years in high school. Bilingual students will not receive credit for this course. A placement exam in Spanish is available to students who have taken 3 years of high school Spanish or beyond. **Typically offered:** All Sessions

SPA-1102 Upper Beginning Spanish (3 Credits) Requisite(s): SPA-1101. Continuation of SPA-1101. **Typically offered:** All Sessions

SPA-1105 Spanish for Bilingual Students (3 Credits). Requisite(s): None. An in-depth study of Spanish grammar with emphasis on reading and writing for students proficient in spoken Spanish whose formal education has been in English. Vocabulary and critical thinking are developed through literary and cultural readings and put into practice in class discussions and compositions. **Typically offered:** Fall Session

SPA-1117 Basic Conversational Spanish for Education I (3 Credits). Requisite(s): None. A course designed for majors in education programs to promote the attainment of audio-lingual skills in the Spanish language; specifically, speaking and understanding the language at a level appropriate for daily conversation in and around the classroom. Bilingual students and those with more than two years of high school Spanish will not receive credit for this course. They should seek placement in the appropriate advanced Spanish courses by the Foreign Language department. **Typically offered:** On Demand

SPA-1118 Basic Conversational Spanish for Education II (3 Credits). Requisite(s): SPA-1117. Continuation of SPA-1117. **Typically offered:** On Demand

SPA-1119 Spanish for Business I (3 Credits). Requisite(s): None. Intended to promote speaking, understanding, and reading skills in the Spanish language used in daily communications within the business world. Also, an exploration of the cultural practices, customs, and traditions of the Latin American business and social world. A comparison will be made with the same practices in the U.S. **Typically offered:** On Demand

SPA-1120 Spanish for Business II (3 Credits). Requisite(s): SPA-1119. Continuation of SPA-1119. **Typically offered:** On Demand

SPA-1129 Spanish for Health Professionals I (3 Credits). Requisite(s): None. Spanish for Health Professionals I is an introductory course designed for students in medical fields. This is the first of two courses needed to complete the health professional language program. These courses must be taken in sequence. This course will help students to develop the skills necessary to understand and communicate in Spanish (at the beginning level) in a health care environment. A relevant and precise vocabulary will be introduced as well as cultural innuendos related to Hispanic patients. **Typically offered:** On Demand

SPA-1130 Spanish for Health Professionals II (3 Credits). Requisite(s): SPA-1129. Spanish for Health Professionals II is a continuation of Spanish for Health Professionals I. These courses are designed for students in medical fields. Students must complete Spanish for Health Professionals I. If the student is of Spanish heritage and has basic knowledge of the language, he or she will be placed in this course only after taking and passing a placement exam. This exam is administered by the Language Coordinator. Spanish for Health Professionals II will help students to develop and strengthen the skills necessary to understand and communicate in Spanish at an intermediate level in a health care environment. A relevant and precise vocabulary will be introduced as well as cultural innuendos related to Hispanic patients. The course offers health professionals practical vocabulary and medical terminology to gather patient's medical information, to be able to explain medical conditions, body parts that are affected, the illness that is diagnosed with, and the process to be followed: surgery, rehabilitation, and

other treatments. The main emphasis of the course is communication and a relation between health professionals and patients that leads to excellence in treatment, comfort and positive patient outcomes. **Typically offered:** On Demand

SPA-2103 Lower Intermediate Spanish (3 Credits). Requisite(s): SPA-1102. The control of elementary audio-lingual skills and their further development; emphasis on developing reading skills. Students should have three years of language reading and conversation in high school, a passing score on a placement test, or SPA-1102 before enrolling in this course. **Typically offered:** Fall Session

SPA-2104 Upper Intermediate Spanish (3 Credits). Requisite(s): SPA-2103. Continuation of SPA-2103. **Typically offered:** Spring Session

SPA-2115 Conversation in Spanish (3 Credits). Requisite(s): SPA-2104 or SPA-1105. A conversation course based on everyday topics and readings from a wide range of literary and non-literary sources. **Typically offered:** Spring Session

SPA-2201 Contemporary Readings of Spain and Latin America I (3 Credits). Requisite(s): SPA-2104. Reading and discussion of major works of Spanish and Latin American literature. **Typically offered:** Fall Session

SPA-2202 Contemporary Readings of Spain and Latin America II (3 Credits). Requisite(s): SPA-2201. Continuation of SPA-2201. **Typically offered:** Spring Session

SPA-3302 Contemporary Spanish Literature 1898 to Present (3 Credits). Requisite(s): SPA-2202. A study of the outstanding authors of the 20th century and their works. **Typically offered:** Fall Session

SPA-3305 History of Spanish-American Literature I (3 Credits). Requisite(s): SPA-2104. Selections from principal Spanish-American writers from the 16th century to the present. **Typically offered:** Fall Session

SPA-3306 History of Spanish-American Literature II (3 Credits). Requisite(s): SPA-3305 Continuation of SPA-3305. **Typically offered:** Spring Session

SPA-3402 Spanish Civilization and Culture (3 Credits). Requisite(s): ICS-1240, ICS-1241. A study of the characteristics of Spanish culture based upon anthropological and sociological studies; humanistic and scientific contributions to civilization; reading and reports. **Typically offered:** Fall Session

SPA-3411 Latin American Nobel Laureates in Literature (3 Credits). Requisite(s): None. In 1945, Gabriela Mistral, a Chilean poet, was the first Latin American to win the Nobel Laureate for literature. Subsequently, several Latin American authors have been recognized internationally for their literary accomplishments. In this course we will read, listen to, and view works of prose, poetry, and drama from Latin American Nobel Laureates. **Typically offered:** Spring Session

SPA-3414 Hispanic Caribbean Culture and Literature (3 Credits). Requisite(s): None. A study and analysis of the culture and literature of the Hispanic ethnic groups living in metropolitan New York, the West Coast, Southwest, and South Florida, including Puerto Ricans, Cubans, Dominicans, Mexicans,

Central and South Americans. The course will explore their contributions to literature, art, music, and film. **Typically offered:** Fall Session

SPA-4308 Advanced Spanish Conversation (3 Credits). Requisite(s): SPA-2202. A course to develop the technique and vocabulary of discussion as a supplement to expression in the areas of expertise. **Typically offered:** Fall Session

SPA-4407 Cervantes (3 Credits). Requisite(s): SPA-2103. An analysis of Cervantes' works and their importance in the literature of the Siglo de Oro; readings and discussions; reports. **Typically offered:** Spring Session

SPA-4415 Puerto Rican Literature: Ethnicity and National Identity in Poetry, Fiction, And Essays (3 Credits). Requisite(s): None. Readings and discussions on the culture and history of Puerto Rico and its development in contemporary times. Topics on the relations between national identity, literature, and politics will be presented for discussion. **Typically offered:** Fall Session

SPA-4417 Visual Arts in Latin American Culture (3 Credits). Requisite(s): None. A study of Latin American painting and film in relation to the emergence of national identities and values. This course is devoted to the works of the most important Latin American artists, writers, and directors. **Typically offered:** On Demand

SPA-4419 Travel and Study in Spain, Latin America, or the Caribbean (3 Credits). Requisite(s): None. Offered in conjunction with a trip to Spain, Latin America, or the Caribbean conducted by the department. Travel experience is supplemented by lectures before and during the trip. Each student also prepares a research paper on a topic approved by the instructor: (a) Spain and/or Portugal; (b) the Caribbean and/or Central America; and (c) South America. **Typically offered:** On Demand

SPA-4995 Independent Study in Spanish (1-3 Credits). Requisite(s): None. Research and reading project, agreed upon by professor and student, is carried out under the professor's supervision. The students' progress is monitored by regular meetings and reports. Evaluation by means of several methods: examinations, written assignments, term papers, oral reports. **Typically offered:** On Demand

SPA-4998 Senior Thesis in Spanish (4 Credits) Requisite(s): None. Senior standing. This thesis course is designed to lead the student through the entire process of preparing a senior thesis on a topic in Spanish culture or language resulting in the completion of a paper of at least 35 pages. The thesis will not be accepted unless correct form is used throughout, following the guidelines of the MLA Handbook. High standards of grammar, punctuation, and spelling will apply. The student will choose his/her topic and mentor with the approval of the chairperson of the department. The student will meet regularly with the mentor throughout the semester. The thesis may be written in either English or Spanish per the agreement of the student, mentor, and chairperson. **Typically offered:** On Demand

SPA-5401 Latino Culture and Literature (3 Credits). Requisite(s): None. Cross-listed with: ICS-5341. This course explores cultural and literary expressions of Latinos in the United States. It analyzes the artistic, cultural, social and economic impact of the immigrant experience and the incorporation of

Latinos into United States society. Various genres will be studied from a social and cultural context: autobiographical essays, poetry, novels, stories, documentaries, film, music and art. Topics include identity in relation to ethnicity, nationality and race and their impact on cultural expression; struggle for self-determination; class and gender struggle; and being bilingual/bicultural or living within a margin. Representative authors and artists to be studied: Julia Alvarez, Cherie Moraga, Cristina Garca, Achy Obeja, Rosario Ferr, Gloria Anzalda and James de la Vega. Open to students in the Honors Program only. Fulfills General Education Requirement: HCE, WHG. **Typically offered:** Spring Session

Special Education (SED):

SED-2040 Introduction to Special Education (3 Credits). Requisite(s): Complete ED-1201 with a B grade or higher, Overall GPA of 3.0 required*;* Complete ED-2020 with a B grade or higher. This course is designed to provide teacher candidates with an overview of the current policies, laws, specialized services, as well as evidence-based instruction of learners with special needs in the general, inclusive, and special education setting. 15 hours of fieldwork is required. Open to both childhood and adolescent education majors. 3.0 CUM GPA is a required. **Typically offered:** All Sessions

SED-4990L Supervised Student Teaching (0 Credits). Requisite(s): None. Student teacher - mentorship. Final grade is assigned to the LEC only. **Typically offered:** All Sessions

SED-6000 Historical, Social and Legal Foundations of Special Education (3 Credits). Requisite(s): SED-6101 (concomitantly). In this course students examine the historical foundations, legislative movements, and major court rulings in the provision of educational services for individuals with a wide range of disabilities. Topics to be addressed include federal and state mandates, due process rights and procedures, high-quality testing and evaluation, early intervention and transitional services, less restrictive environments, reasonable modifications, people-first language, and the availability of assistive technology in the education of students with disabilities. The development of a framework for removing barriers that enable an equal opportunity to benefit from all programs, services, and activities is highlighted. **Typically offered:** All Sessions

SED-6101 Child Growth and Development (3 Credits). Requisite(s): SED-6000 (concomitantly). In this course students examine the theory and principles of human growth and development including the cognitive, emotional, sociocultural, and physical processes that impact typical and atypical development and learning. The course draws on stage theories of Bandura, Bowlby, Erikson, Freud, Gilligan, Kohlberg, Piaget, and Vygotsky as orientations in investigating key questions in understanding growth milestones, including the impact of disabilities on academic performance. Awareness of the multidimensional and metacontextual underlying principles of development to inform effective evidence-based instruction in the 21st century inclusive classroom, and a pedagogical stance that enables all students to achieve educational outcomes are emphasized. **Typically offered:** All Sessions

SED-6102 Characteristics of Students with Disabilities (3 Credits). Requisite(s): SED-6000; SED-6101; SED-6103 (concomitantly). In this course students examine the characteristics of students with

disabilities specified under IDEA, including Specific Learning Disabilities (SLD), Autism Spectrum Disorder (ASD), Speech and Language Impairment, Visual Impairment, Emotional Disturbance, Orthopedic Impairment, Intellectual Disability, and Other Health Impairments. Emphasis is placed on collaboration in the referral process, the architecture of Individualized Education Plans (IEPs), and the important role educators play in identifying individual learner characteristics to design instructional and behavioral interventions and ensure that they are receiving the services they need to achieve educational outcomes. **Typically offered:** All Sessions

SED-6103 Assessment, Diagnosis, and Evaluation of Students with Disabilities (3 Credits). Requisite(s): SED-6000*;* SED-6101*;* SED-6102 (concomitantly). In this course students examine the categories of disability served under The Individuals with Disabilities Act (IDEA) and the diagnostic assessments that are used in determining eligibility for special education services. Emphasis is placed on investigating assessment in context using an in-depth case method approach to be able to analyze the components of a comprehensive evaluation, interpret psychoeducational reports, as well as collaboration in the development of Individualized Education Plans (IEPs) that address the specific characteristics of learners with disabilities. Field experience required (10 hours). **Typically offered:** All Sessions

SED-6201 Curriculum & Methods of Instruction for Teaching Students with Disabilities (3 Credits). Requisite(s): SED-6000*;* SED-6101*;* SED-6102*;* SED-6103. In this course students explore curricula and validated methods of instruction for teaching students with disabilities, special health care needs, and other exceptionalities in the inclusive classroom. Topics to be addressed include the qualities of successful teachers of inclusive instruction, specific instructional strategies and adaptations across the content areas, accommodations and modifications in the assessment of student learning, collaborative planning and co-teaching, and promoting success for all learners. Emphasis is placed on instructional design for inclusive education and critical practices for affirming diversity. Field experience required (10 hours). **Typically offered:** All Sessions

SED-6202 Management of Learning Environments for Students with Disabilities (3 Credits). Requisite(s): SED-6000*;* SED-6101*;* SED-6102*;* SED-6103*;* SED-6201 (concomitantly). In this course students examine best practices and multi-tiered support systems in establishing classroom behavior management systems and increasing participation in activities for students with disabilities in inclusive settings. Major topics addressed include Positive Behaviors Interventions and Supports (PBIS), functional behavior assessment, preventative and corrective behavior intervention plans, research- validated behavioral interventions, and cultural competency in working with emotional and behavioral disorders to reduce disproportionality in school discipline. Collaborative and practical support services in the general education classroom are also addressed. Fieldwork experience required (20 hours). **Typically offered:** All Sessions

SED-6203 Collaborative Partnerships in Special Education (3 Credits). Requisite(s): SED-6000*;* SED-6101*;* SED-6102*;* SED-6103*;* SED-6201*;* SED-6202. In this course students examine effective strategies in establishing collaborative partnerships with general education teachers, paraprofessionals, support staff, and actively involving families in educational decision making to ensure the success of students

with disabilities and other exceptionalities. The topics to be introduced include consultation with general education teachers, discussing eligibility for services, organizing and facilitating effective IEP meetings and productive parent-teacher conferences, meaningful family involvement, conferencing skills, empathic listening, reviewing behavior intervention plans, and coordination of resources to maximize student learning. The need for awareness of diversity among families and culturally responsive practices are highlighted. **Typically offered:** All Sessions

SED-6204 Literacy Interventions for Students with Disabilities (3 Credits). Requisite(s): SED-6000*;* SED-6101*;* SED-6102*;* SED-6103*;* SED-6201*;* SED-6202*;* SED-6203 (concomitantly). In this course students examine the implementation of research-based reading and writing interventions to support a wide range of learners with disabilities and other exceptionalities in the acquisition of critical literacy skills for use inside and outside of the classroom. Guidelines in evaluating curricular materials that promote high-quality, meaningful, generative, and socially based forms of literacy are emphasized. **Typically offered:** All Sessions

SED-6301 Literacy Interventions for English Language Learners (3 Credits). Requisite(s): None. In this course students examine the etiology, prevalence, and identification of autism spectrum disorders (ASD) with an emphasis on evidence-based instructional methods and positive behavioral interventions used to support students in the areas of communication, social interaction, and play. Effective collaboration between school personnel and parents/guardians, as well as the availability of services and systems of support to maximize learner potential are also addressed. **Typically offered:** All Sessions

SED-6302 Education of Students with Autism (3 Credits). Requisite(s): None. In this course students examine the etiology, prevalence, and identification of Autism Spectrum Disorders (ASD) with an emphasis on evidence-based instructional methods and positive behavioral interventions used to support students in the areas of communication, social interaction, and play. Effective collaboration between school personnel and parents/guardians, as well as the availability of services and systems of support to maximize learner potential are also addressed. **Typically offered:** On Demand

SED-6303 Assistive and Instructional Technologies in Special Education (3 Credits). Requisite(s): SPM-1001. This course studies the guidelines and principles of managing sport and recreation events and facilities. Topics include event logistics, critical planning techniques, negotiations, funding, and facility design, operation, and maintenance. **Typically offered:** On Demand

SED-6990 Supervised Practicum in Childhood Special Education (3 Credits). Requisite(s): SED-6303 (concomitantly). In this course students complete the formal supervised clinical component of the Master's in Childhood Special Education Program. The clinical experience offers teacher candidates an opportunity to gain direct practical experience in teaching students with disabilities in the general education classroom, including planning for and delivering instruction; implementing proactive strategies for managing behaviors; responding to the social, emotional, and behavioral needs of students with learning disabilities; differentiating instruction; evaluating and assessing student progress; communicating with parents/caregivers; and, collaborating within a multitiered support system in providing educational services to students with disabilities. **Typically offered:** All Sessions

SED-6995 Independent Study in Special Education (1-3 Credits). Requisite(s): SED-6000; SED-6101; SED-6102; SED-6103; SED-6201; SED-6202; SED-6203; SED-6204; SED-6302. Approval of the department chairperson. Graduate students only. Independent research and study in a topic in Special Education including submission of a written report. In this course students examine evidence-based practices and interventions across the curriculum to promote higher levels of achievement for English Language Learners with academic challenges and those who have been referred for special education services. Emphasis is placed on the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. Culturally and linguistically responsive Multi-Tiered System Supports (MTSS) in the process of assessment, instruction, and collaborative partnerships are also integral components of the course. Field experience required (10 hours). **Typically offered:** All Sessions

Sports Management (SPM):

SPM-1001 Introduction to Sports Management (3 Credits). Requisite(s): None. This course is a survey course that is designed to provide students with an overview of the basic organizational and business structure of the diverse and expanding field of sports management. The content areas include Professional, Olympic, and intercollegiate, as well as the exercise/ fitness promotion business sectors. Additional topics will include sports law, ethics, sports journalism and communications, as well as sports marketing. The students will be exposed to the different sports career opportunities, requirements for entrance into the various employment areas and the trends in the industry. **Typically offered:** On Demand

SPM-2050 Facility and Event Management (3 Credits). Requisite(s): SPM-1001. This course is a survey course that is designed to provide students with an overview of the basic organizational and business structure of the diverse and expanding field of sports management. The content areas include Professional, Olympic, and intercollegiate, as well as the exercise/fitness promotion business sectors. Additional topics will include sports law, ethics, sports journalism and communications, as well as sports marketing. The student will be exposed to the different sports career opportunities, requirements for entrance into the various employment areas and the trends in the industry. **Typically offered:** On Demand

SPM-2070 Organization Theory in Sport Management (3 Credits). Requisite(s): BUS-1001 or SPM-1001. This is a course designed to provide students with a strong foundation in organization theory and application of that theory in the context of sport management. Real-world, key issues currently faced by sport managers will be explored. In this course students explore the application of assistive technology approaches and accommodations that maximize the learning potential for learners with disabilities and special needs including sensory, speech, language, and orthopedic impairment. Special attention is paid to current legislation governing assistive technology and interdisciplinary collaboration in identifying and evaluating instructional software/devices that can be used across the content areas to increase educational access and enable achievement for all learners. **Typically offered:** All Sessions

SPM-2080 Sports and the Law (3 Credits). Requisite(s): SPM-1001. Cross-listed with: BL-2401. An introduction to law as it relates to sports management; U.S. legal process and court system; constitutional and anti-discrimination law; the law of torts, contracts, agency, labor, business organizations: franchising, sole proprietorships, partnerships, LLCs, and corporations; antitrust, intellectual property and licensing. **Typically offered:** On Demand

SPM-4001 Special Topics: Sports & Society (3-5 Credits). Requisite(s): None. This course analyses contemporary issues in sports and encourages students to think critically about the impact of athletics on American culture and society; as well as an in-depth look beyond wins and losses. The history of the development and dynamics of sports will also be reviewed. Other topics include the influence of sports on race, gender, politics, economy, etc. **Typically offered:** On Demand

SPM-4002 Special Topic: Professional & Collegiate Sports and Governing Organizations (3 Credits). Requisite(s): SPM-1001. An examination of American sports leagues, conferences and governing bodies. Topics that will be covered include how the governing organizations were formed; problems faced in governing professional and collegiate sports; the relationship between member institutions and governing bodies; the role of the commissioner; governing organizations and their role in disciplining member institutions; realignment and expansion; marketing; public relations, licensing; athletic scholarships, Title IX. **Typically offered:** Spring Session

SPM-4003 Special Topic: Sports, Social Media and Engagement (3 Credits). Requisite(s): SPM-1001. The digital sports landscape has changed substantially over the past 10 years, and it has altered the way content is produced and consumed. Professional sports leagues, teams, and athletic departments must keep up with the demand to provide value to fans and sponsors through engaging content. This course will cover social media techniques and strategies in a sports setting, both from an academic and practitioner perspective. Additional topics include mobile, data, branding, monetization, current news topics, and participation in sports-social media conversations, among others. **Typically offered:** On Demand

Women's and Gender Studies (WGS):

WGS-2001 Introduction to Gender Studies (3 Credits). Requisite(s): COM-1000 or WRI 1100. This interdisciplinary course introduces students to the field of Gender Studies. The course examines how sex, gender, and sexuality function in society, culture, politics, scientific interpretation, and in opportunities for and experiences of individuals across the gender and sexuality spectrums. It offers a foundation to various disciplinary and theoretical frameworks for Gender Studies. **Typically offered:** All Sessions

Writing (WRI):

WRI-1000 Basic Writing (3 Credits). Requisite(s): None. Students who have successfully completed WRI 1100 cannot register for WRI 1000. Basic writing skills are practiced improving and enhance verbal and written communication for college work. Students learn a variety of strategies for composing, editing, and polishing written papers through individual student attention and peer workshops. A portfolio with a self-reflective introduction is assembled, submitted, and evaluated for successful completion of the course's requirements. **Typically offered:** All Sessions

WRI-1100 Writing and Research (3 Credits). Requisite(s): WRI-1000. The course guides students in the process of improving writing skills. Through individual work and peer groups. The course will offer instruction in writing as a revising and editing process for the creation of an effective thesis statement and cogent paragraphs in balanced written pieces ending in the completion of a required portfolio. **Typically offered:** All Sessions

WRI-1500 Advanced Composition (3 Credits). Requisite(s): WRI-1100 or HON-5101. A writing portfolio-based course focusing on the acquisition and practice of strategies a writer may use to predict a reader's response. The writing will be both academic and personal concentrating on expository pieces such as reports on research, persuasive essays for standard thesis papers, and informal writing as in journals and memoirs. Practice pieces will be revised, edited, and selected for the final presentation portfolio. Readings associated with stylistic development may be used. **Typically offered:** On Demand

WRI-2100 Writing Fiction (3 Credits). Requisite(s): WRI-1100 or HON-5101. Students will learn the art and craft of writing fiction in a workshop environment. Participants will read from master writers; they will write original pieces and revise them. The workshop process includes having student work discussed and critiqued by the instructor and by fellow students. Class participation is essential. **Typically offered:** Fall Session

WRI-2250 Business Communications (3 Credits). Requisite(s): WRI-1100 or HON-5101. This course will provide instruction and practice in business writing and professionalism. **Typically offered:** On Demand

WRI-2606 Topic: Telling Our Stories: Theory and Practice of Autobiographical (3 Credits). Requisite(s): WRI-1100 or HON-5101. In this course, we will experiment with autobiographical writing exercises of our own as we read, listen to and view works of autobiographical writing-from memoir and autobiographical fiction to graphic memoir, podcasts and stand-up comedy. Students will become familiar with critical concepts, terms and approaches used to analyze life narratives, and with debates relating to authenticity, identity, truth, memory, culture and self-representation. **Typically offered:** On Demand

WRI-7010 Introductory Residency (4 Credits). Requisite(s): None. The introductory residency takes place over a ten-day, onsite period, where lectures, workshops, readings and conferences create a community among writers. Students will spend 3 hours per day meeting in workshop groups of 6-9 students under the direction of a faculty mentor. The first residency will introduce new students to workshop procedure and etiquette. The residency workshop is dedicated to the development of student

creativity. Students become a part of a community where student writers refine their art through writing, reading, rewriting, talking, debating, listening, criticism and praise. On an individual level, each writer learns the discipline necessary to produce new work on a regular basis, as well as to develop a fastidious editorial aptitude about both their own work and the work of others. Students will spend 3 hours attending lectures and symposiums on genre and craft, taught by faculty and guest faculty. Introductory residency topics will include: the writing process, story structure, language and voice, characterization, time and place, plot, pacing, point of view, imagery, dialogue, and revision. Some lessons will be genre specific. In the two weeks leading up to each residency period, students will complete a pre-residency bibliography assignment by assembling a list of 10 books according to the individual student's stylistic influences, inspirations and literary ambitions. The introductory residency will focus on an investigation of artistic goals. Students will be paired with faculty mentors who will guide them through the two-year program. Additional hours will be spent attending industry-related readings, talks and panels. **Typically offered:** All Sessions

WRI-7020 Intermediate Residency 2 (4 Credits). Requisite(s): WRI-7010*;* WRI-7210*;* WRI-7310*;* WRI-7410*;* WRI-7510 or WRI-7610. The intermediate residency takes place over a ten-day, onsite period, where lectures, classes, workshops, readings and conferences create a community among writers. Students will spend 3 hours per day meeting in workshop groups of 6-9 students under the direction of a faculty mentor. The middle two residencies will focus on development of a body of work for revision, exchange of ideas, and aesthetic approaches. The residency workshop is dedicated to the development of student creativity. Students become a part of a community where student writers refine their art through writing, reading, rewriting, talking, debating, listening, criticism and praise. On an individual level, each writer learns the discipline necessary to produce new work on a regular basis, as well as to develop a fastidious editorial aptitude about both their own work and the work of others. Students will spend 3 hours attending lectures and symposiums on genre and craft, taught by faculty and guest faculty. Introductory residency topics will include: the writing process, story structure, language and voice, characterization, time and place, plot, pacing, point of view, imagery, dialogue, and revision. Some lessons will be genre specific. Additional hours will be spent attending industry-related readings, talks and panels. In the two weeks leading up to each residency period, students will complete a pre-residency bibliography assignment by assembling a list of 10 books according to the individual student's stylistic influences, inspirations and literary ambitions. **Typically offered:** All Sessions

WRI-7030 Intermediate Residency 3 (4 Credits). Requisite(s): WRI-7010*;* WRI-7220*;* WRI-7320*;* WRI-7420*;* WRI-7520 or WRI-7620. The intermediate residency takes place over a ten-day, onsite period, where lectures, classes, workshops, readings and conferences create a community among writers. Students will spend 3 hours per day meeting in workshop groups of 6-9 students under the direction of a faculty mentor. The middle two residencies will focus on development of a body of work for revision, exchange of ideas, and aesthetic approaches. The residency workshop is dedicated to the development of student creativity. Students become a part of a community where student writers refine their art through writing, reading, rewriting, talking, debating, listening, criticism and praise. On an individual level, each writer learns the discipline necessary to produce new work on a regular basis, as well as to develop a fastidious editorial aptitude about both their own work and the work of others. Students will spend 3 hours attending

lectures and symposiums on genre and craft, taught by faculty and guest faculty. Introductory residency topics will include: the writing process, story structure, language and voice, characterization, time and place, plot, pacing, point of view, imagery, dialogue, and revision. Some lessons will be genre specific. Additional hours will be spent attending industry-related readings, talks and panels. In the two weeks leading up to each residency period, students will complete a pre-residency bibliography assignment by assembling a list of 10 books according to the individual student's stylistic influences, inspirations and literary ambitions. **Typically offered:** All Sessions

WRI-7040 Master Residency (4 Credits). Requisite(s): WRI-7030*;* WRI-7230*;* WRI-7330*;* WRI-7430*;* WRI-7530 or WRI-7630. The master residency takes place over a ten-day, onsite period, where lectures, classes, workshops, readings and conferences create a community among writers. Students will spend 3 hours per day meeting in workshop groups of 6-9 students under the direction of a faculty mentor. The master residency will focus on advancing student's creative and professional goals in preparation for the thesis workshop and practicum. The residency workshop is dedicated to the development of student creativity. Students become a part of a community where student writers refine their art through writing, reading, rewriting, talking, debating, listening, criticism and praise. On an individual level, each writer learns the discipline necessary to produce new work on a regular basis, as well as to develop a fastidious editorial aptitude about both their own work and the work of others. Students will spend 3 hours attending lectures and symposiums on genre and craft, taught by faculty and guest faculty. Introductory residency topics will include: the writing process, story structure, language and voice, characterization, time and place, plot, pacing, point of view, imagery, dialogue, and revision. Some lessons will be genre specific. Additional hours will be spent attending industry-related readings, talks and panels. In the two weeks leading up to each residency period, students will complete a pre-residency bibliography assignment by assembling a list of 10 books according to the individual student's stylistic influences, inspirations and literary ambitions. **Typically offered:** All Sessions

WRI-7210 Intro MFA Fiction Workshop & Practicum (4 Credits). Requisite(s): WRI-7010. Students learn the art of writing fiction in a tutorial with an individual faculty member. Participants read from master writers, write original work and revise. Through steady interaction, this individualized method of study ensures that students maintain productivity in their daily lives. Students will produce, revise, and polish content, while analyzing and employing established literary and commercial techniques. Ongoing communication with faculty mentors assures students of the support and critique needed to advance their literary and personal goals. The Introductory Tutorial is distinguished by a focus on artistic process, an emphasis on writing exercises, and an exploration of a variety of forms and approaches. **Typically offered:** On Demand

WRI-7220 Intermediate MFA Fiction Workshop & Practicum (4 Credits). Requisite(s): WRI-7010; WRI-7210; WRI-7020. Students learn the art of writing fiction in a tutorial with an individual faculty member. Participants read from master writers, write original work and revise. Through steady interaction, this individualized method of study ensures that students maintain productivity in their daily lives. Students will produce, revise, and polish content, while analyzing and employing established literary and commercial techniques. Ongoing communication with faculty mentors assures students

of the support and critique needed to advance their literary and personal goals. The Intermediate Tutorial is distinguished by a focus on reading as a writer, an emphasis on revision and manuscript development, and an exploration of the various collaborative aspects of the writing process. **Typically offered:** On Demand

WRI-7230 Advanced MFA Fiction Workshop & Practicum (4 Credits). Requisite(s): WRI-7010; WRI-7210; WRI-7020; WRI-7220; WRI-7030. Students learn the art of writing fiction in a tutorial with an individual faculty member. Participants read from master writers, write original work and revise. Through steady interaction, this individualized method of study ensures that students maintain productivity in their daily lives. Students will produce, revise, and polish content, while analyzing and employing established literary and commercial techniques. Ongoing communication with faculty mentors assures students of the support and critique needed to advance their literary and personal goals. The Advanced Tutorial is distinguished by a focus on self-assessment skills, an emphasis on craft issues, and an exploration of the larger literary community. **Typically offered:** On Demand

WRI-7240 Thesis: MFA Fiction Workshop & Practicum (4 Credits). Requisite(s): WRI-7010; WRI-7210; WRI-7020; WRI-7220; WRI-7030; WRI-7040; WRI-7230. Students learn the art of writing fiction in a tutorial with an individual faculty member. Participants read from master writers, write original work and revise. Through steady interaction, this individualized method of study ensures that students maintain productivity in their daily lives. Students will produce, revise, and polish content, while analyzing and employing established literary and commercial techniques. Ongoing communication with faculty mentors assures students of the support and critique needed to advance their literary and personal goals. The Thesis Tutorial is distinguished by a focus on the literary marketplace, an emphasis on completing a polished thesis-length manuscript, and an exploration of writing as a profession. **Typically offered:** On Demand

WRI-7310 Intro MFA Poetry Workshop & Practicum (4 Credits). Requisite(s): WRI-7010. In this series of classes, students will be working with received forms (e.g. sonnet, villanelle, sestina). There will be a strong reading component with work by both classical and contemporary poets who wrote using poetic forms; students will be encouraged to write in response to, and sometimes in imitation of, the poems they read to enrich their understanding of meters and rhyme. Prompts may be specific as to subject matter and form or may merely tell students which form to use. Writing in received forms helps lay the groundwork for learning the art and science of poetic practices; adding the reading component allows students to experience some of the ways in which poetry is a dialogue between poets both past and present. While some class time will be devoted to discussing the poems students have read, the bulk of the time will be spent on workshopping poems written by students. The instructor will model good critical and analytical practices at first, helping guide students to where they will take over much of the workshopping of their own works. By helping others look objectively at their work, each student will begin to develop her own methods for evaluating her work. **Typically offered:** On Demand

WRI-7320 Intermediate MFA Poetry Workshop & Practicum (4 Credits). Requisite(s): WRI-7010; WRI-7310; WRI-7020. In this series of classes, students will be working with received forms (e.g. sonnet, villanelle, sestina). There will be a strong reading component with work by both classical and contemporary poets who wrote using poetic forms; students will be encouraged to write in response to, and sometimes in imitation of, the poems they read to enrich their understanding of meters and rhyme. Prompts may be specific as to subject matter and form or may merely tell students which form to use. Writing in received forms helps lay the groundwork for learning the art and science of poetic practices; adding the reading component allows students to experience some of the ways in which poetry is a dialogue between poets both past and present. This series of classes will build upon what students experienced in Workshop 1 by continuing with a strong reading component. While some of the poems students read may be in received forms, many of them will not; this will help students continue to expand their understanding of meter and rhyme by demonstrating how these components are used in poems which do not follow traditional forms. As with Workshop 1, students will be writing in response to the poetry they read. Prompts will be focused on topics (e.g. nature, the body) and/or may require students to imitate or even confront a poem they have read. Much of the class time will be spent on workshopping student writing. **Typically offered:** On Demand

WRI-7330 Advanced MFA Poetry Workshop & Practicum (4 Credits). Requisite(s): WRI-7010; WRI-7310; WRI-7020; WRI-7320; WRI-7030. In this series of classes, students will be working with received forms (e.g. sonnet, villanelle, sestina). There will be a strong reading component with work by both classical and contemporary poets who wrote using poetic forms; students will be encouraged to write in response to, and sometimes in imitation of, the poems they read to enrich their understanding of meters and rhyme. Prompts may be specific as to subject matter and form or may merely tell students which form to use. Writing in received forms helps lay the groundwork for learning the art and science of poetic practices; adding the reading component allows students to experience some of the ways in which poetry is a dialogue between poets both past and present. While there may be a small reading component to this workshop series, most of each class will be spent workshopping student poetry. The focus here will be on beginning to prepare the thesis (a chapbook-length manuscript), and students may work on both poems from previous workshops and new ones. In addition to workshop sessions, there will be several meetings dedicated to discussing publishing procedures and opportunities. Instructors are encouraged to bring in editors and publishers who can speak directly about industry practices. By the end of this workshop, students should have a minimum of 15 poems they believe will be the basis for their thesis. **Typically offered:** On Demand

WRI-7340 Thesis: MFA Poetry Workshop & Practicum (4 Credits). Requisite(s): WRI-7010*;* WRI-7310*;* WRI-7020*;* WRI-7320*;* WRI-7030*;* WRI-7330*;* WRI-7040. In this series of classes, students will be working with received forms (e.g. sonnet, villanelle, sestina). There will be a strong reading component with work by both classical and contemporary poets who wrote using poetic forms; students will be encouraged to write in response to, and sometimes in imitation of, the poems they read to enrich their understanding of meters and rhyme. Prompts may be specific as to subject matter and form or may merely tell students which form to use. Writing in received forms helps lay the groundwork for learning the art and science of poetic practices; adding the reading component allows students to

experience some of the ways in which poetry is a dialogue between poets both past and present. While there may be a small reading component to this workshop series, most of each class will be spent workshopping student poetry. The focus here will be on beginning to prepare the thesis (a chapbook-length manuscript), and students may work on both poems from previous workshops and new ones. In addition to workshop sessions, there will be several meetings dedicated to discussing publishing procedures and opportunities. Instructors are encouraged to bring in editors and publishers who can speak directly about industry practices. By the end of this workshop, students should have a minimum of 15 poems they believe will be the basis for their thesis. **Typically offered:** On Demand

WRI-7410 Intro MFA Playwriting Workshop & Practicum (4 Credits). Requisite(s): WRI-7010. Students learn the art of writing for stage and screen in a tutorial with an individual faculty member. Participants read from master play writers, write original work and revise, focusing on dramatic staging, dialogue, and direction. Through steady interaction, this individualized method of study ensures that students maintain productivity in their daily lives. Students will produce, revise, and polish content, while analyzing and employing established performance techniques. Ongoing communication with faculty mentors assures students of the support and critique needed to advance their literary and personal goals. The Introductory Tutorial is distinguished by a focus on artistic process, an emphasis on writing exercises, and an exploration of a variety of forms and approaches. **Typically offered:** On Demand

WRI-7420 Intermediate MFA Playwriting Workshop & Practicum (4 Credits). Requisite(s): WRI-7010; WRI-7410; WRI-7020. Students learn the art of writing for stage and screen in a tutorial with an individual faculty member. Participants read from master play writers, write original work and revise, focusing on dramatic staging, dialogue, and direction. Through steady interaction, this individualized method of study ensures that students maintain productivity in their daily lives. Students will produce, revise, and polish content, while analyzing and employing established performance techniques. Ongoing communication with faculty mentors assures students of the support and critique needed to advance their literary and personal goals. Intermediate Tutorial is distinguished by a focus on writing from the perspective of the audience, an emphasis on revision and manuscript development, and an exploration of the various collaborative aspects of the writing process. **Typically offered:** On Demand

WRI-7430 Advanced MFA Playwriting Workshop & Practicum (4 Credits). Requisite(s): WRI-7010; WRI-7410; WRI-7020; WRI-7420; WRI-7030; WRI-7040. Students learn the art of writing for stage and screen in a tutorial with an individual faculty member. Participants read from master play writers, write original work and revise, focusing on dramatic staging, dialogue, and direction. Through steady interaction, this individualized method of study ensures that students maintain productivity in their daily lives. Students will produce, revise, and polish content, while analyzing and employing established performance techniques. Ongoing communication with faculty mentors assures students of the support and critique needed to advance their literary and personal goals. Advanced Tutorial is distinguished by a focus on self-assessment skills, an emphasis on craft issues, and an exploration of the larger theater community. **Typically offered:** On Demand

WRI-7440 Thesis MFA Playwriting Workshop & Practicum (4 Credits). Requisite(s): WRI-7010*;* WRI-7410*;* WRI-7020*;* WRI-7420*;* WRI-7030*;* WRI-7430*;* WRI-7040. Students learn the art of writing for stage and screen in a tutorial with an individual faculty member. Participants read from master play writers, write original work and revise, focusing on dramatic staging, dialogue, and direction. Through steady interaction, this individualized method of study ensures that students maintain productivity in their daily lives. Students will produce, revise, and polish content, while analyzing and employing established performance techniques. Ongoing communication with faculty mentors assures students of the support and critique needed to advance their literary and personal goals. The Thesis Tutorial is distinguished by a focus on the theater marketplace, an emphasis on completing a three-act play or equivalent, and an exploration of writing as a profession. **Typically offered:** On Demand

WRI-7510 Intro MFA Nonfiction Workshop & Practicum (4 Credits). Requisite(s): WRI-7010. In this one-on-one tutorial with a faculty member, students create and revise original nonfiction through the analysis and use of established literary and commercial techniques. To inform their own work, students read from master practitioners and learn the techniques of research and reporting through real-world practice. The individualized method of study introduces students to the editor-writer relationship and assures students of the support and critique needed to advance their literary and personal goals. **Typically offered:** On Demand

WRI-7520 Intermediate MFA Nonfictional Workshop & Practicum (4 Credits). Requisite(s): WRI-7010; WRI-7020; WRI-7510. In this one-on-one tutorial with a faculty member, students create and revise original nonfiction through the analysis and use of established literary and commercial techniques. To inform their own work, students read from master practitioners and learn the techniques of research and reporting through real-world practice. The individualized method of study introduces students to the editor-writer relationship and assures students of the support and critique needed to advance their literary and personal goals. Emphasis is placed on revision and manuscript development, the crafting of narrative, and the various collaborative aspects of the writing process. **Typically offered:** On Demand

WRI-7530 Advanced MFA Nonfictional Workshop & Practicum Intermediate MFA. (4 Credits). Requisite(s): WRI-7520. In this one-on-one tutorial with a faculty member, students create and revise original nonfiction through the analysis and use of established literary and commercial techniques. To inform their own work, students read from master practitioners and learn the techniques of research and reporting through real-world practice. The individualized method of study introduces students to the editor-writer relationship and assures students of the support and critique needed to advance their literary and personal goals. Emphasis is placed on self-assessment skills, craft issues across nonfiction practices, and an exploration of the larger literary community. **Typically offered:** On Demand

WRI-7540 Thesis Nonfiction Workshop and Practicum (4 Credits). Requisite(s): WRI-7530. In this one-on-one tutorial with a faculty member, students create and revise original nonfiction through the analysis and use of established literary and commercial techniques. To inform their own work, students read from master practitioners and learn the techniques of research and reporting through real-world practice. The

individualized method of study introduces students to the editor-writer relationship and assures students of the support and critique needed to advance their literary and personal goals. Emphasis is placed on the literary and media marketplace, completing a polished thesis-length manuscript, and writing as a profession. **Typically offered:** On Demand

WRI-7610 Intro MFA Graphic Writing Workshop & Practicum (4 Credits). Requisite(s): WRI-7010. In this one-on-one tutorial with a faculty member, students create original scripts for graphic novels, focusing on structure, visual storytelling, dynamic artists' instructions, pacing, and the differences between graphic storytelling and other types of writing. Students have a choice of writing an original comic book script, or writing a spec script based on existing characters, including iconic superheroes. To inform their work, students read from key writers in the genre and assigned chapters of key texts on creating graphic novels. Emphasis is placed on writing exercises, the revision process, and helping students develop a voice and style that best suits their chosen approach. **Typically offered:** On Demand

WRI-7620 Intermediate MFA Graphic Writing Workshop & Practicum (4 Credits). Requisite(s): WRI-7010; WRI-7020; WRI-7610. In this one-on-one tutorial with a faculty member, students produce and revise an original comic book of 20-22 pages, an original series of comics, or an original longer form graphic novel, with an emphasis on revision and manuscript development, and an exploration of the collaborative aspects of the comics creation process. To inform their own work, students read from master comics writers. Emphasis is placed on moving stories forward with images/artistic instructions, as well as with dialogue and action. **Typically offered:** On Demand

WRI-7630 Advanced MFA Graphic Writing Workshop & Practicum (4 Credits). Requisite(s): WRI-7620. In this one-on-one tutorial with a faculty member, students produce and revise original work through the application of established techniques. To inform their own work, students read from masters of the genre, focusing on moving stories forward with descriptions of graphics, dialogue, and action. Ongoing communication with a faculty mentor assures students of the support and critique needed to advance their literary and personal goals. Emphasis is placed on self-assessment skills, craft issues, structural issues, career preparation, and strategies related to creating a long-form comics series or graphic novel. **Typically offered:** On Demand

WRI-7640 Advanced MFA Graphic Writing Workshop & Practicum (4 Credits). Requisite(s): WRI-7630. In a one-on-one tutorial with a faculty member, students produce and revise an original comics series or graphic novel through the application of established production techniques. To inform their own work, students read from masters of the genre, focusing on voice, styles, dialogue, graphics descriptions, action, and suspense. Ongoing communication with faculty assures students of the support and critique needed to advance their literary and personal goals. Emphasis is placed on the comics marketplace and an exploration of careers in comics. **Typically offered:** On Demand

WRI-7900 MFA Thesis Residency (4 Credits). Requisite(s): WRI-7040*;* WRI-7240*;* WRI-7340 or WRI-7440. Successful completion of all four workshops/practicums, residencies in program track. The thesis residency takes place over a ten-day, onsite period, where lectures, classes, workshops, readings and conferences create a community among writers. Students will spend 3 hours per day meeting in

workshop groups of 6-9 students under the direction of a faculty mentor. The thesis residency will focus on advancing students' creative and professional goals. The residency workshop is dedicated to the development of student creativity. Students become a part of a community where student writers refine their art through writing, reading, rewriting, talking, debating, listening, criticism and praise. On an individual level, each writer learns the discipline necessary to produce new work on a regular basis, as well as to develop a fastidious editorial aptitude about both their own work and the work of others. Students will spend 3 hours attending lectures and symposiums on genre and craft, taught by faculty and guest faculty. Introductory residency topics will include: the writing process, story structure, language and voice, characterization, time and place, plot, pacing, point of view, imagery, dialogue, and revision. Some lessons will be genre specific. Additional hours will be spent attending industry-related readings, talks and panels. In the two weeks leading up to each residency period, students will complete a pre-residency bibliography assignment by assembling a list of 10 books according to the individual student's stylistic influences, inspirations and literary ambitions. Thesis students will undergo workshop leader/teacher training, and each thesis student will give a lecture on craft, as well as public reading. The submission of a creative thesis-a novella, a chapbook of poetry, a short story collection, a full script for a play or film-is to be finished and presented during the student's final semester. The aim is to produce work of literary merit that is worthy of publication or performance. The project must be approved by the thesis adviser and the director of the Creative Writing Program. A second reader is agreed upon by the mentor and director of the Program. MFA candidates' complete theses which must meet the following guidelines: Poetry: minimum 30 poems for a chapbook Fiction: 5 short stories or at least 150 pages of a novel Screenwriting/Playwriting/ Writing for Performance: full script. 80-120 pages in length. **Typically offered*:*** On Demand

WRI-7990 MFA Thesis Residency (4 Credits). Requisite(s): WRI-7040*;* WRI-7240*;* WRI-7340*;* WRI-7440. Successful completion of all four workshops/practicums, residencies in program track. The thesis residency takes place over a ten-day, onsite period, where lectures, classes, workshops, readings and conferences create a community among writers. Students will spend 3 hours per day meeting in workshop groups of 6-9 students under the direction of a faculty mentor. The thesis residency will focus on advancing students' creative and professional goals. The residency workshop is dedicated to the development of student creativity. Students become a part of a community where student writers refine their art through writing, reading, rewriting, talking, debating, listening, criticism and praise. On an individual level, each writer learns the discipline necessary to produce new work on a regular basis, as well as to develop a fastidious editorial aptitude about both their own work and the work of others. Students will spend 3 hours attending lectures and symposiums on genre and craft, taught by faculty and guest faculty. Introductory residency topics will include: the writing process, story structure, language and voice, characterization, time and place, plot, pacing, point of view, imagery, dialogue, and revision. Some lessons will be genre specific. Additional hours will be spent attending industry-related readings, talks and panels. In the two weeks leading up to each residency period, students will complete a pre-residency bibliography assignment by assembling a list of 10 books according to the individual student's stylistic influences, inspirations and literary ambitions. Thesis students will undergo workshop leader/teacher training, and each thesis student will give a lecture on craft, as well as public reading. The submission of a

creative thesis-a novella, a chapbook of poetry, a short story collection, a full script for a play or film-is to be finished and presented during the student's final semester. The aim is to produce work of literary merit that is worthy of publication or performance. The project must be approved by the thesis adviser and the director of the Creative Writing Program. A second reader is agreed upon by the mentor and director of the Program. MFA candidates' complete theses which must meet the following guidelines: Poetry: minimum 30 poems for a chapbook Fiction: 5 short stories or at least 150 pages of a novel Screenwriting/Playwriting/ Writing for Performance: full script. 80-120 pages in length. **Typically offered:** All Sessions

Program Offerings

Multiple Programs of Study

Double majors: For students pursuing more than one major, at least 15 credits in each major must be taken from courses not included in the requirements for the other major. In addition, students are responsible for completing all requirements of both majors.

Dual Degrees: For students pursuing dual undergraduate degrees (i.e. a BA and BS), at least 30 additional credits are required in the second degree. In addition, students are responsible for completing all requirements of both majors.

Programs currently offered

The following programs are currently offered at St. Francis College:

Program	Associate's Degree	Bachelor's Degree	Master's Degree	Teaching Certification	HEGIS Code	NYS Inventory	CIP Code
Accelerated Second-Degree Bachelor of Science in Nursing	—	A.S.D.B.S.	—	—	1203.00	45431	51.1699
Accounting/non-C.P.A. track	—	B.S.	—	—	0502.00	09508	52.0301
Accounting/C.P.A. track, Dual Award	—	B.S.	M.S.	—	0502.00	29444	52.0301
Adolescence Education – Biology	—	B.S.	—	Grades 7–12	0401.01	26287	13.1322
Adolescence Education – Chemistry	—	B.S.	—	Grades 7–12	1905.01	26288	13.1323
Adolescence Education – English	—	B.A.	—	Grades 7–12	1501.01	26289	13.1305
Adolescence Education – Mathematics	—	B.S.	—	Grades 7–12	1701.01	26290	13.1311
Adolescence Education – Social Studies	—	B.A.	—	Grades 7–12	2201.01	26291	13.1318
1Biology	—	B.S.	—	—	0401.00	09506	26.0101
Biomedical Science[1]	—	B.S.	—	—	1299.00	8111	26.0102
Business Administration	A.A.S.	—	—	—	5004.00	77401	52.0101
Chemistry	—	B.S.	—	—	1905.00	09527	40.0501
Early Childhood/Childhood Education – Biology	—	B.S.	—	Grades 1–6	0802.00	28188	13.1202
Early Childhood/Childhood Education – English	—	B.A.	—	Grades 1–6	0802.00	26286	13.1202
Early Childhood/Childhood Education – Mathematics	—	B.S.	—	Grades 1–6	0802.00	35243	13.1311
Early Childhood/Childhood Education – Social Studies	—	B.A.	—	Grades 1–6	0802.00	28187	13.1202
Childhood Education – Students with Disabilities	—	B.A.	M.S.	All Grades	0808.00	42342	13.1017
Computer Science	—	B.S.	M.S.	—	0701.00	43658 / 43763	11.0701
Cybersecurity	—	B.S.	—	—	0702.00	44738	11.1003
Cybersecurity and Critical Infrastructure	—	—	M.S.	—	0799.00	44760	11.1003
Creative Writing (Fiction)	—	—	M.F.A.	—	1507.00	38514	23.1302
Creative Writing (Graphic Writing)	—	—	M.F.A.	—	1507.00	38514	23.1302
Creative Writing (Nonfiction)	—	—	M.F.A.	—	1507.00	38514	23.1302
Creative Writing (Poetry)	—	—	M.F.A.	—	1507.00	38514	23.1302
Creative Writing (Screenwriting & Playwriting)	—	—	M.F.A.	—	1507.00	38514	23.1302
Criminal Justice	A.A.S.	B.S.	—	—	5505.00 / 2105.00	09536 / 22416	43.0104
Economics	—	B.A.	—	—	2204.00	09531	45.0601
Economics (Finance Concentration)	—	B.A.	—	—	2204.00	09531	45.0601
Economics (International Economics Concentration)	—	B.A.	—	—	2204.00	09531	45.0601

Program	Associate's Degree	Bachelor's Degree	Master's Degree	Teaching Certification	HEGIS Code	NYS Inventory	CIP Code
Economics (Public Policy Concentration)	—	B.A.	—	—	2204.00	09531	45.0601
Educational Studies	—	B.S.	—	—	0801.00	40358	13.9999
Special Education (All Grades)		—	M.S.Ed.	—	0808.00	42342	13.1599
Early Childhood Education	—	—	M.S.	—	0802.00	44033	13.1210
Literacy (All Grades)	—	—	M.S.	—	0830.00	44219	13.1599
School Building	—	—	—	Advanced Certificate	0828.00	44330	13.1599
Childhood Education (Grades 1-6)	—	—	—	Post-Baccalaureate Certificate	0401.00	44079	13.1599
Entrepreneurship	—	B.S.	—	—	0599.00	42240	52.0701
Exercise & Movement Science	—	B.S.	—	—	1299.30	40775	26.0908
Exercise & Sport Science	—	—	M.S.	—	1299.30	41562	26.0908
Finance	—	B.S.	—	—	0504.00	42085	52.0801
Forensic Science and Criminal Justice	—	—	M.S.	—	1999.20	45099	43.0406
Global Studies	—	B.A.	—	—	2210.00	42216	30.2001
Health Care Management	—	B.S.	—	—	1202.00	78363	51.0701
Health Promotion & Science	—	B.S.	—	—	1201.00	09504	51.9999
Health Sciences	A.S.	—	—	—	5299.00	43659	51.0000
History	—	B.A.	—	—	2205.00	09532	54.0101
Information Technology	—	B.S.	—	—	0702.00	24315	11.0199
Interdisciplinary Studies	—	B.A.	—	—	4903.00	40768	30.0000
Liberal Arts	A.A.	—	—	—	5649.00	77402	24.0101
Literature, Writing & Publishing	—	B.A.	—	—	1599.00	42228	23.0101
Management	—	B.S.	M.S.	—	0506.00	09509 / 39553	52.0201
Management (Concentration in Business Analytics)	—	B.S.	—	—	0506.00	09509	52.0201
Management (Concentration in International Business)	—	B.S.	—	—	0506.00	09509	52.0201
Management (Concentration in Marketing)	—	B.S.	—	—	0506.00	09509	52.0201
Management (Concentration in Project Management)	—	—	M.S.	—	0506.00	39553	52.0201
Management (Concentration in Information Technology)	—	—	M.S.	—	0506.00	39553	52.0201
Management (Concentration in Business Analytics)	—	—	M.S.	—	0506.00	39553	52.0201
Management (Concentration in Digital Marketing)	—	—	M.S.	—	0506.00	39553	52.0201
Management (Concentration in Health Care)	—	—	M.S.	—	0506.00	39553	52.0201
Management (Concentration in Business Management)	—	—	M.S.	—	0506.00	39553	52.0201
Management (Concentration in Social Innovation and Entrepreneurship)	—	—	M.S.	—	0506.00	39553	52.0201
Mathematics	—	B.S.	—	—	1701.00	09523	27.0101
Media & Communication	—	B.A.	—	—	0601.00	81051	09.0100
Media & Communication (Concentration in Digital Media Production)	—	B.A.	—	—	0601.00	81051	09.0100
Media & Communication (Concentration in Advertising and Public Relations)	—	B.A.	—	—	0601.00	81051	09.0100
Media & Communication (Concentration in Media Studies)	—	B.A.	—	—	0601.00	81051	09.0100
Nursing (Traditional Four-Year)	—	B.S.	—	—	1203.10	36428	51.3801
Nursing Completion (RN to BS)[2]	—	B.S.	—	—	1203.10	23242	51.3899
Philosophy	—	B.A.	—	—	1509.00	09521	38.0101
Political Science	—	B.A.	—	—	2207.00	09533	45.1001
Political Science (Concentration in Global Politics)	—	B.A.	—	—	2207.00	09533	45.1001
Political Science (Concentration in American Government)	—	B.A.	—	—	2207.00	09533	45.1001

Program	Associate's Degree	Bachelor's Degree	Master's Degree	Teaching Certification	HEGIS Code	NYS Inventory	CIP Code
Post-baccalaureate Pre-medical Certificate	—	—	Post-baccalaureate Certificate	—	4902.00	44766	51.1102
Professional Accountancy	—	—	M.S.	—	0502.00	33902	52.0301
Professional Studies[7]	—	B.S.	—	—	4901.00	09535	24.0101
Psychology, General	—	B.A.	M.A.	—	2001.00	09528 / 38841	42.2799
Psychology, Applied Behavioral, Dual Award	—	B.A.	M.A.	—	2001.00	35578	42.2799
Public Health	—	B.S.	M.P.H.	—	1214.00	42540/ 42056	51.9999/ 26.0509
Radiologic Sciences[6]	—	B.S.	—	—	1225.00	20732	51.0907
Religious Studies	—	B.A.	—	—	1510.00	09522	38.0201
Religious Studies	A.A.	—	—	—	5502.00	45028	38.0201
Sociology	—	B.A.	—	—	2208.00	09534	45.1101
Spanish	—	B.A.	—	—	1105.00	09517	16.0905

Notes

1. In cooperation with the New York College of Podiatric Medicine.
2. Open to qualified transfer students with a valid R.N. license.
3. New York State Initial Endorsement is for all grades.
4. In cooperation with affiliated medical technology partner institutions.
5. Professional Studies is open to all qualified students.

Minor fields of study

In the interest of achieving an additional dimension of educational depth, students who so desire may select a set of elective courses, preferably in a subject area not related to their major field of study, as a minor. At least **9 credits** in a minor must be taken from courses not included in the requirements for the major. A maximum of **two minors** may be noted on a student's transcript as a way of recognizing that the student has, in addition to the required major program, also concentrated to a lesser degree in one or more additional areas.

To obtain a minor designation from St. Francis College, a minimum residency requirement of **9 credits** at the College shall apply. A minimum grade of **C** is required in all minor program courses. To designate a minor, students must file an official declaration form with the Registrar no later than the end of the semester immediately preceding graduation. **Graduate students do not pursue minors.**

St. Francis College offers the following **minor fields of study:**

American Studies, Biology, Business, Business Analytics, Chemistry, Communication Arts, Corporate Accounting, Criminal Justice, Cross-Cultural Psychology, Digital Marketing, Drama, Economics, Entrepreneurship, Environmental Studies, Fashion & Retail Management, Fine Arts, Forensic Science, French, Health Promotion and Science, History, Human Resources, Human Rights, Information Technology, Interactive Multimedia, International Business, International Migration Studies, Italian, Literature, Writing & Publishing, Mathematics, Music, Personal Training, Philosophy, Political Science, Project Management, Psychology, Public Health, Religious Studies, Sociology, Spanish, Sports Management, Visual Arts, Writing, and Women's Studies.

Note: In accordance with the College's standard practice, courses leading to a minor are subject to cancellation in cases of insufficient enrollment.

Suspended programs

The following programs, although registered with the State of New York, will not be offered during the life of this catalog:

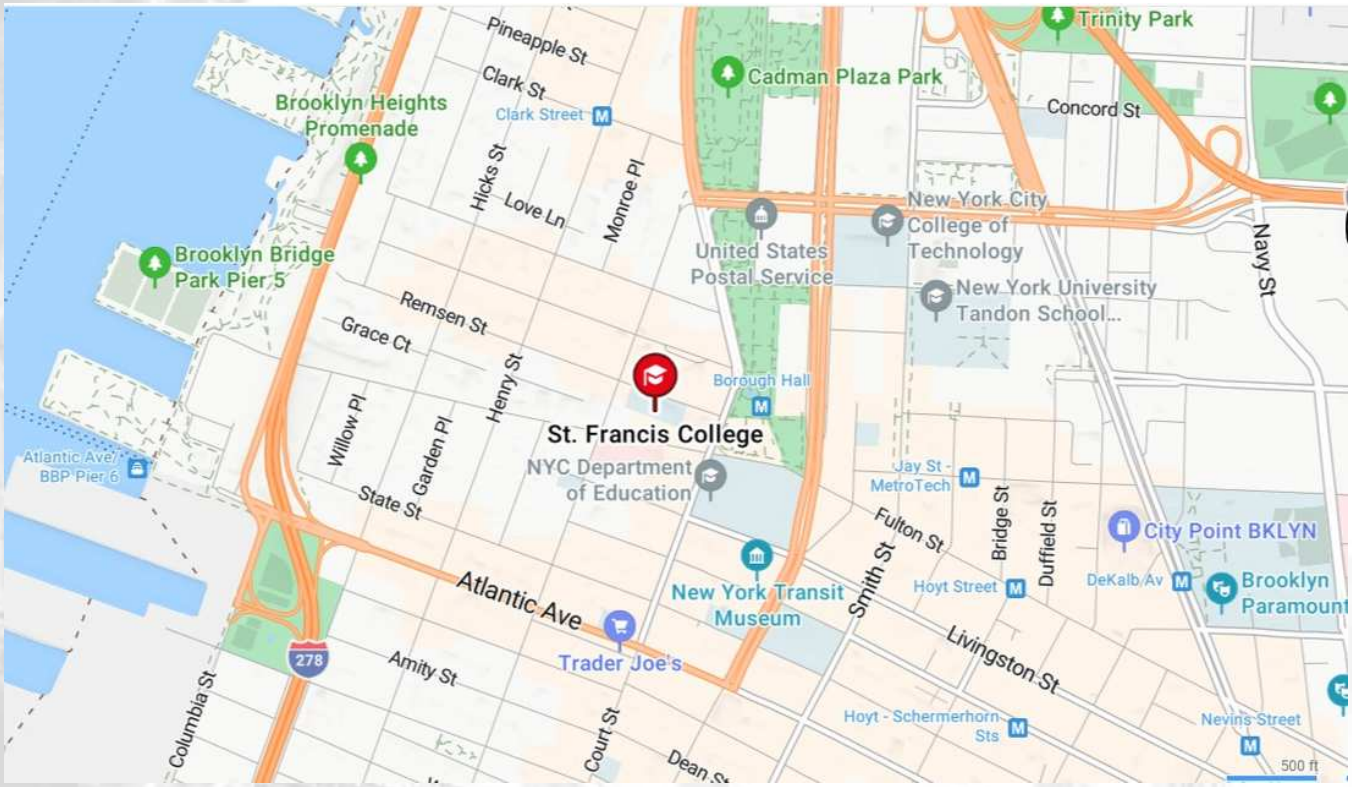
Program	HEGIS Code	NYS Inventory	CIP Code
Accounting Business and Practice Teacher Training	0838.00	09513	13.1303
Airway Science	0599.00	90157	49.0101
Aviation Administration	0599.00	82279	49.0104
Aviation Business Studies	0599.00	82280	49.0104
Corporate Accounting	5002.00	84281	52.0302
Electronic Data Processing	5101.00	80133	11.0301
Economics, Concentration in Public Policy	2204.00	40358	13.9999
Electronic Data Processing	5101.00	84282	11.0301
English	1501.00	09520	23.0101
Finance	5003.00	84283	52.0803
French	1102.00	09514	16.0901
French Teacher Training	1102.01	09515	13.1325
General Business	5001.00	84284	52.0101
Health Services Administration	1202.00	09518	51.0701
Human Resources	5004.00	84285	52.0201
International Cultural Studies (International Business)	4903.00	90084	05.0299
International Cultural Studies (Latin American and Caribbean Studies)	4903.00	90084	05.0299
International Cultural Studies (Western European Studies)	4903.00	90084	05.0299
Marketing	5004.00	84286	52.0201
Medical Technology	1223.00	77009	51.1005
Nursing—Lower Division	5208.20	76031	51.1601
Nursing—Lower Division	5208.00	21644	51.1601
Physical Education Teacher Specialization	0835.00	26292	13.1314
Postbaccalaureate Childhood Education	0802.00	41178	13.1299
Paralegal Studies	5099.00	88276	22.0302
Project Management	0506.00	520211	34.383
Spanish Teacher Training	1105.01	09516	13.1330

Directions to Campus

St. Francis College is located in **downtown Brooklyn** at **179 Livingston Street, Brooklyn, NY 11201**. The College is within walking distance of Borough Hall, the Brooklyn courthouses, MetroTech Center, and the Brooklyn Heights Promenade.

The campus is easily accessible by major subway and bus lines serving all five boroughs of New York City. Limited street parking is available, and several public parking garages are located within walking distance of the College.

For detailed driving directions, public transportation options, and visitor information, visit: SFC | St. Francis College



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